

A Correlation of

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

© 2005

to the

**South Carolina**  
**Social Studies**  
**Academic Standards**  
Grades K-6



T/SS-17B

## Scott Foresman Social Studies

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

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

### Content

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

### Accessibility

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

### Motivation

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

### Accountability

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

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**Scott Foresman Social Studies—Here We Go  
to the  
South Carolina Social Studies Academic Standards  
Kindergarten**

**Children as Citizens: An Introduction to Social Studies**

**Standard K-1:** The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

**Indicators**

**K-1.1 Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today. (H, E)**

**K:** 127, 128-129, 264-265, 266, 270, 272-273, 274, 312, 314-315, 316, 320

**K-1.2 Explain how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. (H, G)**

**K:** 40, 271, 272-273, 274, 275, 276-277, 278, 281, 313, 314-315, 316, 323

**Standard K-2:** The student will demonstrate an understanding of rules and authority in a child's life.

**Indicators**

**K-2.1 Explain the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play. (P)**

**K:** 27, 28-29, 30, 35, 36-37, 38, 40-41, 42, 77, 78-79, 80, 81, 82-83, 84, 269

**K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)**

**K:** 27, 28-29, 30, 36-37, 38, 43, 44-45, 46, 77, 78-79, 84, 88, 305, 306-307, 308

**K-2.3 Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)**

**K:** 12-13, 36-37, 38, 43, 44-45, 46, 62-63, 77, 78-79, 81, 84, 86-87, 88, 123

**Standard K-3:** The student will demonstrate an understanding of key American figures and symbols.

### Indicators

**K-3.1 Recognize the significance of things that exemplify the values and principles of American democracy, including the Pledge of Allegiance, songs such as “The Star-Spangled Banner” (our national anthem) and “America the Beautiful,” and the American flag. (H, P)**

**K:** 241, 242-243, 244-245, 251, 252-253, 254, 267, 268-269, 270, 278, 279, 280, 282, TR27, TR28

**K-3.2 Illustrate the significant actions of important American figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr. (H, P)**

**K:** 242, 244-245, 252, 254, 268-269, 270, 276-277, 278, TR19, TR22, TR23

**K-3.3 Identify the reasons for celebrating the national holidays, including Independence Day, Thanksgiving, President’s Day, and Martin Luther King Jr. Day. (H, P)**

**K:** 263, 264-265, 266, 267, 268-269, 279, TR18, TR20, TR22, TR23, TR26, TR28

**Standard K-4:** The student will demonstrate an understanding of good citizenship.

### Indicators

**K-4.1 Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. (P)**

**K:** 12-13, 28-29, 30, 35, 38, 39, 40-41, 42, 72, 78-79, 80, 81, 82-83, 84, 86-87, 215, 225, 226-227, 228, 243, 253, 254, 266, 267, 268-269, 270, 278, 280, 281

**K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)**

**K:** 27, 35, 36-37, 38, 39, 40-41, 42, 81, 82-83, 84

**Standard K-5:** The student will demonstrate an understanding of his or her surroundings.

### Indicators

**K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G)**

**K:** 34, 62-63, 69, 70-71, 73, 74-75, 76, 209, 210-211, 212, 213, 214-215, 216

**K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G)**

**K:** 12-13, 23, 26, 32-33, 34, 43, 44-45, 46, 47, 60-61, 62-63, 69, 70-71, 72, 76, 81, 86-87, 88, 89, 90-91, 92, 93, 94-95, 96, 97, 100, 112-113, 119, 138, 292-293, 294-295, 308, 321, 322-323, 324, 325, 326-327, 328

**K-5.3 Construct a simple map. (G)**

**K:** 34, 73, 74, 76, 209, 212, 216

**K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)**

**K:** 174, 176-177, 178-179, 187, 188, 189, 192, 193, 194-195, 196, 197, 198-199, 200, 201, 202-203, 204, 205, 206-207, 208, 209, 210-211, 213, 216, 224

**Standard K-6:** The student will demonstrate an understanding of different businesses in the community and the idea of work.

### Indicators

**K-6.1 Classify several community businesses according to the goods and services they provide. (E)**

**K:** 88, 92, 112-113, 123, 124-125, 126, 128-129, 132-133, 134, 135, 136-137, 138, 140, 141, 160-161, 166

**K-6.2 Summarize methods of obtaining goods and services. (E)**

**K:** 72, 85, 86-87, 88, 124-125, 126, 128-129, 131, 134, 135, 136-137, 138, 140-141, 142, 149, 150, 160-161, 162

**K-6.3 Match descriptions of work to the names of jobs in the school and local community, in the past and present, including jobs related to safety. (E, H)**

**K:** 35, 36-37, 38, 43, 44-45, 46, 77, 78-79, 81, 82-83, 84, 85, 86-87, 88

**Scott Foresman Social Studies—All Together  
to the  
South Carolina Social Studies Academic Standards**

**Grade One**

**Families Here and across the World**

**Standard 1-1:** The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

**Indicators**

**1.1.1 Summarize the characteristics that contribute to personal identity, including physical growth, the development of individual interests, and family changes over time. (H)**

1: E6, E13, H2-H3, H4-H5, H6-H7, H8-H9, H10-H11, H12-H13, H24-H25, 2-3, 4-5, 6-7, 8a, 8-9, 10-11, 12-13, 13a, 14a, 14-17, 18-19, 21a, 22a, 22-25, 26-27, 27a, 28a, 28-31, 32-33, 34-35, 35a, 36a, 36-37, 42, 44-45, 46-47, 48-49, 50a, 50-53, 54-55, 55a, 58-59, 62a, 62-65, 68-69, 69a, 72-73, 80-81, 86, 236-237, 238-239, 242a, 242-243, 245a

**1.1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs. (H, G, E)**

1: E2-E3, E8-E9, E10-E11, 29, 46-47, 48-49, 52-53, 56a, 56-57, 61a, 62-65, 66-67, 69, 69a, 74-77, 106-107, 112-113, 116-119, 234-235, 236-237, 240-241, 258-259, 260-261, 264-265, 265a

**1.1.3 Illustrate personal and family history on a time line. (H)**

1: 146-147, 149a, 180

**1.1.4 Compare the daily life of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living. (H, E, G)**

1: E2-E3, E10-E11, 2-3, 4-5, 6-7, 8a, 8-9, 12-13, 13a, 14a, 14-17, 18-19, 21, 22a, 22-25, 26-27, 27a, 28-31, 34-35, 35a, 36-37, 42, 43h, 44-45, 46-47, 50a, 50-53, 56a,

56-57, 58-59, 61a, 62a, 62-65, 66-67, 69a, 74-77, 80-81, 86, 88-89, 90-91, 94a, 94-97, 98-99, 99a, 100a, 100-101, 103a, 104a, 104-105, 106-107, 107a, 108a, 108-111, 112-113, 115a, 116-119, 123a, 124a, 124-125, 127a, 128-129, 134, 138-139, 142-145, 147, 149, 150a, 161, 170-173, 232-233, 234-235, 236-237, 238-239, 242-243, 245a, 258a, 258-259, 260-261, 262-263, 264-265, 265a

**1.1.5 Illustrate different elements of community life, including the structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G)**

1: E6-E7, E8-E9, H2-H3, H4-H5, H10, H16-H17, H24-H25, 2-3, 4-5, 6-7, 8-9, 10-11, 14a, 14-17, 18-19, 22-25, 26-27, 28-31, 32-33, 34-35, 35a, 36-37, 42, 43h, 46-47, 48-49, 50a, 50-53, 55a, 56a, 56-57, 58-59, 61a, 62-65, 66-67, 69a, 70a, 70-71, 73a, 80-81, 86, 88-89, 90-91, 108a, 108-111, 112-113, 115a, 116-119, 120-121, 123a, 124a, 124-125, 126-127, 127a, 128a, 128-129, 134, 170a, 170-173, 175a, 238a, 238-239, 241a, 242a, 242-243, 246a, 246-249, 250-251, 251a, 252a, 252-253, 254-255, 256-257, 257a, 272

**Standard 1-2:** The student will demonstrate an understanding of home, school, and other settings across the world

### Indicators

**1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G)**

1: H22-H23, H24-H25, H26, 50-51, 54-55, 55a, 60-61, 75, 83, 84, 120-121, 131, 179, 190, 200-201, 227

**1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment. (G)**

1: 50-53, 54-55, 56-57, 78-79, 116-119, 136-137, 138-139, 140-141, 142-145, 148-149, 150a, 150-153, 155a, 156a, 156-159, 160-161, 162-163, 163a, 164a, 164-167, 169a, 170a, 170-173, 174-175, 175a, 176a, 176-177, 179, 234-235, 238a, 260-261, 265a, TR18, TR25



**Standard 1-3:** The student will demonstrate an understanding of how government functions and how government affects families.

### Indicators

**1.3.1 Identify the basic functions of government, including making and enforcing laws and protecting citizens. (P)**

1: E14-E15, 70a, 70-71, 73a, 163, 172, 220, 221

**1.3.2 Summarize of the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)**

1: E14-E15, 23, 24-25, 27a, 46-47, 70-71, 73a, 218, 220-221

**1.3.3 Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. (P)**

1: E14-E15, E23, E24, H6-H7, H8-H9, 46-47, 70-71, 73a, 216-217, 218-219, 220-221, 222

**1.3.4 Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P)**

1: 10-11, 22a, 22-23, 24-25, 26-27, 70a, 70-71, 214-215, 216-217, 222

**Standard 1-4:** The student will demonstrate an understanding of the foundations and principles of American democracy.

### Indicators

**1.4.1 Recognize the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live. (P)**

1: E12-E13, E22, H2-H3, H4-H5, H8-H9, 16, 18-19, 21a, 32-33, 64, 68-69, 72-73, 112-113, 114-115, 160-161, 169, 204, 206-207, 212-215, 216-217, 222-223, 244-245

**1.4.2 Identify the different levels of government—local, state, and national. (P)**

1: E14-E15, E23, 70-71, 73a, 163, 205, 208-209, 215, 216-217, 218-221

**1.4.3 Recall the contributions made by historic and political figures to democracy in the United States, including George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Martin Luther King Jr., and Rosa Parks. (P, H)**

1: E2-E3, 10-11, 32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 159, 162-163, 168-169, 190-193, 194-195, 195a, 196-199, 200-201, 202-205, 206-207, 208, 212-215, 216-217, 222-223, 244-245, 247, 248-249, 256-257, 262-263, 268, TR17, TR20, TR22, TR23

**Standard 1-5:** The student will demonstrate an understanding of the role of citizens in the American democracy.

**Indicators**

**1.5.1 Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process. (P)**

1: E12-E13, H2-H3, H4-H5, H8-H9, 4, 16, 18-19, 21a, 27a, 68-69, 70-71, 73, 73a, 112-113, 159, 160-161, 172, 186, 204, 209, 211, 218a, 218-219, 220-221, 222-223, 223a, 225, 244-245

**1.5.2 Summarize the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules). (P)**

1: E14-E15, 218a, 218-219, 220-221, 223a

**Standard 1-6:** The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.

**Indicators**

**1.6.1 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain. (E)**

1: E4-E5, 104a, 104-105, 112-113, 171, 172, 267

**1.6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E)**

1: E4-E5, H4, 80, 90-91, 92-93, 104a, 104-105, 106-107, 107a, 108-111, 112-113, 116-119, 124a, 124-125, 126-127, 127a, 134, 160-161, 162-163, 239, 267

**1.6.3 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)**

**1:** 26-27, 28-31, 32-33, 62, 63, 64, 65, 70-71, 90-91, 94a, 94-95, 96-97, 98-99, 99a, 100-101, 104-105, 108-109, 110-111, 112-113, 116-119, 122-123, 125, 136-137, 138-139, 157, 160-161, 163, 171, 173, 239, 267

**1.6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E)**

**1:** 116-119, 157, 253

**Scott Foresman Social Studies**  
**People and Places**  
**World Communities**  
**to the**  
**South Carolina Social Studies Academic Standards**  
  
**Grade Two**

**Standard 2-1:** The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

**Indicators**

**2.1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. (G, H, E, P)**

**2 People and Places:** E2-E3, E8-E9, E10-E11, 16-19, 24-27, 34-35, 42-43, 50-51, 52-53, 62, 63, 64, 66-67, 67a, 68-71, 72-73, 74-75, 77-79, 82-85, 88-89, 120-123, 200-201, 202a, 202-205, 206-207, 210-213, 214-215, 216-219, 220-221, 221a, 222-225, 228-229, 230a, 230-233, 250-253, 258-259, 264a, 264-267, 282-283

**2 World Communities:**

**SE:** 72-73, 74-75

**TE:** 28

**2.1.2 Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations. (G, H)**

**2 People and Places:** E2-E3, E8-E9, E10-E11, 16-19, 52-53, 66-67, 68-71, 72-73, 74-75, 86-87, 196-197, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 210a, 210-213, 214-215, 216a, 216-219, 220-221, 221a, 222-225, 228-229, 230a, 230-233, 234-235, 235a, 236-237, 242, 244-245, 246-247, 250a, 250-253, 256-257, 258-259, 263a, 264a, 264-267, 279, 280-281, 282-283

**2 World Communities:**

**SE:** 78-79

**TE:** 29

**2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States. (G, H)**

**2 People and Places:** E10-E11, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 210-213, 215a, 222-223, 227, 230a, 230-233, 234-235, 235a, 236-237, 246-247, 250a, 250-253, 254-255, 255a

**2.1.4 Recall stories and songs about regional folk figures who have contributed to the development of the cultural history of the United States, including Pecos Bill, Brer Rabbit, Paul Bunyan, Davy Crockett, and John Henry. (G, H)**

**2 People and Places:** 116-117, 178-179, 220-221, 222-223, 231, 234-235, 282-283, 284-285

**Standard 2-2:** The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

### Indicators

**2.2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G)**

**2 People and Places:** E20, H17, H20, H21, 16a, 20-21, 24-27, 30, 32, 125a

**2 World Communities:**

**SE:** 5, 18, 32, 46, 48-49, 60, 68, 74

**TE:** 8, 12, 16, 20, 21, 24, 26, 28

**2.2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)**

**2 People and Places:** E8-E9, H16-H17, 52-53, 56-59, 60-61, 62a, 62, 63, 64, 65, 66-67, 67a, 68-71, 74-75, 76-79, 82-85, 88-89, R10-R11

**2 World Communities:**

**SE:** 74

**TE:** 28

**2.2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E)**

**2 People and Places:** E4-E5, E14-E15, 100-101, 104a, 104-105, 110-111, 111a, 112a, 112-113, 114-115, 118-119, 120a, 120-123, 127, 132-133, 140-141, 154a, 154-157, 159a, 163

**2 World Communities:**

**SE:** 10-11, 12-13, 24, 26-27, 38-39, 40-41, 52-53, 54-55, 64-65, 68-69, 80-81, 82-83

**TE:** 10, 14, 18, 22, 25, 26, 30

**2.2.4 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H)**

**2 People and Places:** 22-23, 66-67, 74-75, 82a, 82-85, 86-87, 88-89, 138-139, 228-229, 287-288

**2 World Communities:**

**SE:** 6-7, 22-23, 26-27, 36-37, 54-55, 62-63, 78-79, 82

**TE:** 9, 13, 14, 17, 22, 25, 29, 30

**2.2.5 Compare the history and features of the local community with those of different communities around the world. (G)**

**2 People and Places:** 186-187, 260-261, 270-271, 272a, 272-273, 274-275, 276-277, 277a

**2 World Communities:**

**SE:** 2-3, 16-17, 30-31, 44-45, 58-59

**TE:** 8, 12, 16, 20, 24

**Standard 2-3:** The student will demonstrate an understanding of origins, structure, and functions of local government.

### Indicators

**2.3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P)**

**2 People and Places:** E14-E15, 4-5, 8a, 8-11, 15a, 114-115, 154a, 154-157, 159a, 163

**2 World Communities:**

**SE:** 10-11, 24-25, 38-39, 52-53, 64-65, 80-81

**TE:** 10, 14, 18, 22, 25, 30

**2.3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)**

**2 People and Places:** E14-E15, 4-5, 8a, 8-11, 15a, 114-115, 154a, 154-157, 159a, 163

**2 World Communities:**

**SE:** 11, 24, 25, 53, 64-65, 80

**TE:** 10, 14, 22, 25, 30

**2.3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P)**  
**2 People and Places:** E23, 154-157, 162-163, 176

**Standard 2-4:** The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.

### Indicators

**2-4.1 Identify on a map the continents and the major nation-states of the world and distinguish between these two entities. (P, G)**

**2 People and Places:** H18, H19, 37, 38-39, 250, 252, 270-271, 277, R4-R5

**2 World Communities:**

**SE:** viii

**TE:** 4

**2-4.2 Summarize how nation-states interact with one another in order to conduct trade. (P, H, E,G)**

**2 People and Places:** 134-135, 136-137

**2 World Communities:**

**SE:** 12-13, 26-27, 40-41, 54-55, 68-69, 82-83

**TE:** 10, 14, 18, 22, 26, 30

**Standard 2-5:** The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.

### Indicators

**2-5.1 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing. (E)**

**2 People and Places:** E4-E5, 57, 68a, 68-71, 72-73, 100-101, 104a, 104-107, 108-109, 120-123, 134-137, 138-139, 146, 280

**2 World Communities:**

**SE:** 12-13, 26-27, 40-41, 54-55, 68-69, 82-83

**TE:** 10, 14, 18, 22, 26, 30

**2-5.2 Summarize the concept of supply and demand and explain its effect on price. (E)****2 People and Places:** E4-E5, 107, 108, 109, 224, 280**2 World Communities:****SE:** 12-13, 26-27, 40-41, 68-69, 82-83**TE:** 10, 14, 18, 26, 30**2-5.3 Recognize that people's choices about what they buy will determine what goods and services are produced. (E)****2 People and Places:** E4-E5, 68a, 68-71, 100-101, 104a, 104-105, 106-107, 108-109, 120a, 120-123**2 World Communities:****SE:** 12-13, 26-27, 40-41, 54-55, 68-69, 82-83**TE:** 10, 14, 18, 22, 26, 30**2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E)****2 People and Places:** E4-E5, 68-69, 70, 71, 72-73, 74-75, 76-79, 120a, 120-123**2 World Communities:****SE:** 12-13, 26-27, 40-41, 68-69, 82-83**TE:** 10, 14, 18, 26, 30



**Scott Foresman Social Studies—South Carolina  
to the  
South Carolina Social Studies Academic Standards**

**Grade Three**

**South Carolina Studies**

**Standard 3-1:** The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

**Indicators**

**3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)**

**3:** 9, 10, 13, 14, 23, 41, 42, 43, 44, 45, 46, 47, 52, 54, 58, 60, 61, 62

**3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)**

**3:** 23, 41, 61, 98, 371

**3-1.3 Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)**

**3:** 43, 44-45, 46-47, 48-49, 50-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 68-69

**3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)**

**3:** 21, 22, 23, 24-25, 27, 32, 33, 34-35, 36-37, 42, 44-45, 47, 53, 54, 55, 56-57, 59, 60-61, 62, 64-65, 68-69

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

### Indicators

**3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country.” (G, P, E, H)**

3: 78-79, 80-81, 111, 112, 113, 114-115, 117, 118-119, 120-121, 123

**3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)**

3: 78-79, 80-81, 110, 112, 114-115, 117, 118-119, 120-121

**3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)**

3: 115, 116, 134

**3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)**

3: 83, 84, 85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107

**3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)**

3: 115, 118-119, 126, 127, 129, 130-131, 160-161

**3-2.6 Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)**

3: 124, 125, 126-127, 128-129, 130-131, 140-141, 156, 157, 158-159

**3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)**

3: 132, 133-135

**Standard 3-3:** The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.

### Indicators

**3-3.1 Analyze the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events. (H, P, E)**

**3:** 146-147, 164, 165, 166-167, 168-169, 170-173 (Reader’s Theater, Patriot vs. Loyalist), 175, 177, 178, 179, 203

**3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)**

**3:** 180, 181, 182-183, 186-187, 200-201

**3-3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)**

**3:** 190, 191, 192-193, 194-195, 196-197

**3-3.4 Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)**

**3:** 196-197, 350-351, 352-353, 378, 380-381, 382, 383, 391, 396-397, 399, 404

**Standard 3-4:** The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina’s role in these events.

### Indicators

**3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)**

**3:** 214, 215, 216, 217, 218-219

**3-4.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)**

**3:** 216, 217, 219, 222, 223, 224-225

**3.4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life. (H, P, E)**

**3:** 226-227, 228-229, 230-231, 232, 233, 234-235

**3.4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)**

**3:** 236-237, 243, 244-245, 246-247, 248-249, 250-251, 252-253

**3.4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)**

**3:** 254-255, 256-257, 258-259, 260-261, 262-263, 274-275

**3.4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)**

**3:** 255, 256, 257, 258-259, 260-261

**3.4.7 Summarize the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes. (H, E, P)**

**3:** 264, 265, 266-267, 268-269, 270-271

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

### Indicators

**3-5.1 Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns. (H, G, E)**

**3:** 36, 310-311, 317, 319, 360-361

**3-5.2 Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole. (H, P, E, G)**

**3:** 289, 303, 304-305, 396-397

**3-5.3 Summarize the changes in South Carolina's economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)**

**3:** 36-37, 317, 319, 326, 327, 328-329, 330-331, 325, 326, 327, 328-329, 355, 356, 357, 359, 362-363, 364-365, 370, 371, 372, 373, 374-375

**3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)**

**3:** 320-321, 325

**3-5.5 Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps. (H, E, P)**

**3:** 326, 327, 328

**3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans' right to vote. (P, H)**

**3:** 332-333, 334-335, 336-337, 347

**3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)**

**3:** 16-17, 30, 31, 33, 34-35, 56-57, 388-389, 390-391, 394-395, 396-397, 402

**Scott Foresman Social Studies—Building a Nation  
to the  
South Carolina Social Studies Academic Standards**

**Grade Four**

**United States Studies to 1865**

**Standard 4-1:** The student will demonstrate an understanding of the exploration of the New World.

**Indicators**

**4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation. (E, G, H, P)**

**4:** 109, 115, 128-129, 133, 134-136, 137, 138, 139, 141, 142-145, 146-150, 151, 156-158, 166

**4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle. (H, E, G)**

**4:** 110-111, 113, 114-115, 116-117, 125h, 126-127, 128-129, 131, 134-136, 137, 138, 139, 141, 142-145, 146-150, 151, 164, 165, 166, 167, 196, 242, 243, 248

**4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations—including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions. (G, H)**

**4:** 136, 137, 141, 147, 148, 166, 234, 242

**4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)**

**4:** 136, 138, 139, 143, 144, 149, 150, 165, 190, 206-207, 234, 238-239

**Standard 4-2:** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

### Indicators

**4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations. (G, H)**

4: 54, 55, 56, 57, 60-61, 62-63, 64, 65

**4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H)**

4: 74-75, 76-80, 82-85, 86-87, 88-91, 92-93, 94-97, 98, 120-121

**4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)**

4: E2-E3, 156-158, 159-162, 163, 164-167, 168-173, 176-177, 178, 179, 180, 181, 182, 183, 184-185, 232-233, 234, 236, 238, 243

**4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)**

4: E2-E3, 156-157, 159-162, 164-167, 168-173, 178, 179, 180, 181, 182, 183, 184-185

**4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P)**

4: 205, 206-207, 213, 224-227

**4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)**

4: 161, 205, 206-207, 213, 225, 226

**4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)**

4: 165, 170, 171, 180, 197, 213, 224, 225, 226-227, 234, 235, 236, 241, 246-251

**Standard 4-3:** The student will demonstrate an understanding of the conflict between the American colonies and England.

### Indicators

**4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions. (E, P, H)**

4: 247, 248, 249-251, 265, 267, 268-271, 272-273, 274-275, 276-279, 280

**4-3.2 Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P)**

4: 286-287, 288-289, 290-291, 296-297, 298-299, 300, 301, 302-305, 306-308, 309, 310, 314-316, 317, 318-319, 323

**4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence. (P, H)**

4: 298-299, 300, R26-R29, TR32

**4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)**

4: 286-287, 288-289, 290-291, 296-299, 300, 301, 302-305, 306-307, 308, 310, 312-313, 314-316, 317, 318-319, 321

**4-3.5 Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War. (H, G)**

4: 314, 315, 317



**4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)**

**4:** 262, 263, 277, 306, 307, 341

**4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans. (H, P, G)**

**4:** 306, 309, 310, 342, 347, 367

**Standard 4-4:** The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

### Indicators

**4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress. (P, H)**

**4:** 14, 15, 335, 346-347, 348, 349, R28-R52

**4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches. (P, H)**

**4:** E14-E15, 348-349, 350, R28-R52

**4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H)**

**4:** E14-E15, E16, 14, 15, 16, 17, 18-22, 354, R42-R43

**4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison. (H, P)**

**4:** 362-363, 364-365, 366, 367, 368-369, 370-373, 380-384, 405

**4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. (P, H)**

**4:** E12-E13, E15, H2-H3, H4-H5, 16-17, 23, 31, 39, 40-41, 81, 92-93, 184-185, 221, 274-275, 283, 301, 309, 351, 407, 421, 422-423, 437, 483, 504-505

**4-4.6 Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)**

**4:** 347, 478

**4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790s, led by Alexander Hamilton and Thomas Jefferson. (H, P, E)**

**4:** 364, 368-369, 370

**Standard 4-5:** The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

### **Indicators**

**4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H)**

**4:** 370-371, 372, 373, 374-375, 376, 377

**4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land. (G, E, H)**

**4:** 370-371, 372, 373, 374-375, 376, 377, 394-395, 399, 411, 412-413, 414-415, 432-433, 438-441, 442-445

**4-5.3 Summarize the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired. (G, E, H)**

**4:** 342, 373, 374-375, 399, 432-433, 434, 435, 436

**4-5.4 Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans' taking over the land, breaking treaties, and massacring the Native American people; the Indian Removal Act of 1830; and the Seminole Wars. (H, G, E)**

4: 403, 405, 406, 431

**4-5.5 Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails. (G, E, H)**

4: 405, 412, 431, 435, 440, 454

**4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives. (H, G, E)**

4: 438-439, 440-441, 442-443, 444-445

**4-5.7 Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision. (H, G)**

4: 405, 406, 418, 421, 422-423, 424-425, 478, 479, 480

**Standard 4-6:** The student will demonstrate an understanding of the Civil War and its impact on America.

### Indicators

**4-6.1 Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)**

4: 464-465, 466-467, 468-469

**4-6.2 Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P)**

4: 470-471, 472-473, 474, 475, 477, 478-479, 480-481, 482, 483

**4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (H, G, E)**

**4:** 477, 478, 479, 480, 481, 482, 483, 484-485

**4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War—**

**including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox—and the role of African Americans in the War. (H, G, E)**

**4:** 486-487, 492-496, 497, 498-499, 500-503, 506-511, 514-515

**4-6.5 Compare the roles and accomplishments of key figures of the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee. (H, P)**

**4:** 486-487, 492-496, 497, 498-499, 500-503, 506-511

**4-6.6 Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole. (H, P, G, E)**

**4:** 516, 517, 518, 519, 520, 521, 524-525

**Scott Foresman Social Studies—Growth of Nation  
to the  
South Carolina Social Studies Academic Standards**

**Grade Five**

**United States Studies: 1865 to Present**

**Standard 5-1:** The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.

**Indicators**

**5.1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln’s assassination on the course of Reconstruction. (P, H, E)**  
5: 51, 107-108, 109, 110-111, 233

**5.1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)**  
5: 107, 109-110, 111, 242, R45-R46

**5.1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen’s Bureau. (P, G, E, H)**  
5: 51, 107-108, 109, 110-111, 233

**5.1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E, P)**  
5: 51, 110, 141, 182, 213, 222, 223, 232, 233, 234, 235, 236, 237, 238, 239

**5.1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)**  
5: 232, 233, 234, 235, 236, 237, 238

## United States Studies: 1865 to Present

**Standard 5-2:** The student will demonstrate an understanding of the continued westward expansion of the United States.

### Indicators

**5.2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H)**

5: 120-121, 122-123, 129, 136-137, 138-139, 140, 141, 142, 143, 148-149, 151

**5.2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)**

5: 131, 132, 133, 136-137, 139, 140, 141, 142, 143, 144, 148-150, 151, 154-156, 157-159, 160-161, 178

**5.2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)**

5: 128, 129, 130, 131, 132-133, 136-137, 144, 150, 178

**5.2.4 Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E, H)**

5: 129, 130-131, 132-133, 141, 148-150, 151, 152-153, 154, 155-156, 157-159, 160-161,

**5.2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. (P, G, E, H)**

5: 33, 154, 155, 156-57, 158-159, 160-161

**United States Studies: 1865 to Present**

**Standard 5-3:** The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power.

**Indicators**

**5.3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. (E, H)**

5: 34, 164, 166, 167, 168-169, 170, 171, 172-173, 176-177, 178-179, 180-181, 182, 183, 206, 219, 220-221, 228-229

**5.3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein. (H)**

5: 166, 167, 168, 169, 170, 171, 172-173, 219, 354

**5.3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)**

5: 182, 184, 185, 186-187, 188-189, 190, 191, 216-217, 218, 219, 220-221

**5.3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)**

5: 184, 185, 186, 187, 188-189, 190, 191

**5.3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)**

5: 192-193, 194-195, 196-197, 198-199, 222, 223, 224-225, 226-227, 228-229, 262-263, 264, 265, 266, 267, 268-269, 270-271, 311

**5.3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)**

5: 248, 249, 250-251, 252, 253, 254-255, 256-257, 258, 259, 260-261, 272-273, 274-275, 276-277, 278-279, 280, 281, 284-285

**Standard 5-4:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

### Indicators

**5.4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (P, E, H)**

**5:** 298-299, 300, 301, 302, 303, 304, 305, 308-309, 310, 311, 312, 313, 314, 315, 316, 317

**5.4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)**

**5:** 320, 321, 322, 333, 324, 325, 326, 327

**5.4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)**

**5:** 328-329, 330-331, 332-333, 334, 335

**5.4.4 Explain the principal events related to the United States' involvement in World War II—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)**

**5:** 338, 340-341, 342-343, 344-345, 346-347, 348-349, 350-351, 352-353, 354-355, 356-357, 358-359, 360-361, 362-363, 364, 365

**5.4.5 Summarize the political and social impact of World War II, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P, E, H)**

**5:** 350, 352, 353, 381, 384-385, 386, 387, 388-389, 390-391, 396, 397, 398, 399, 400-401, 402-403, 407-408, 409

**5.4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)**

**5:** 340, 349, 351, 354, 355, 357, 361, 364



**5.4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)**

5: 488-489, 490-491, 492-493, 494, 495

**Standard 5-5:** The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.

### Indicators

**5.5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs. (G, H)**

5: 398-399, 400-401, 402-403, 404-405

**5.5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)**

5: 394-395, 396-397, 398, 399, 400-401, 402-403

**5.5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)**

5: 418-419, 420-421, 422-423, 424-425, 426-427

**5.5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)**

5: 406-407, 408-409, 410-411, 412, 413, 428-429, 430-431, 432-433, 436-437, 444-445

**5.5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC). (P, H, E, G)**

5: 387, 447, 449, 450-451

**Standard 5-6:** The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

### Indicators

**5.6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)**

5: 449, 451, 506

**5.6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)**

5: 492-493, 512, 513, 514, 516, 518, 520-521

**5.6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)**

5: 490-491, 494, 495, 515, 520-521

**5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies. (G, H)**

5: 490, 491, 515, 520-521

**5-6.5 Summarize the changes that have taken in United States foreign policy since 1992, including the globalization of trade and the war on terrorism. (P, H, G, E)**

5: 490, 491, 492, 493, 503, 504, 505, 506, 507, 508, 509, 510-511, 513, 514

**5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (P, H)**

5: 280, 335, 364, 381, 385, 386, 387, 388-389, 390-391, 407, 408, 409, 410-411, 412, 450-451

**Scott Foresman Social Studies—The World  
to the  
South Carolina Social Studies Academic Standards**

**Grade Six**

**Ancient Cultures to 1600**

**Standard 6-1:** The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.

**Indicators**

**6.1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G, H)**

**6:** 7, 10-11, 12, 13, 14, 15, 16, 17

**6.1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H, E, G)**

**6:** 18-19, 20, 21, 22, 23, 24-25, 27, 28, 29

**6.1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment. (G, H, E)**

**6:** 33, 34-35, 37, 38, 41, 49, 57, 58, 77, 79, 80, 82, 87, 89, 93, 94, 99, 100, 101, 109, 110-111, 121, 124, 130, 132, 138, 142, 148-149

**6.1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H, P, E, G)**

**6:** E2-E3, 69, 70-71, 72-73, 74, 75, 80, 81, 84-85, 86-87, 88, 89-90, 91, 92, 93, 94-95, 99, 102-103, 106-107, 108-109, 110-112, 113, 114, 115, 116-117, 121, 125, 126-127, 128, 129, 130-131, 132-133, 134, 135, 136-139, 140-143, 150, 152

**6.1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E, G, H)**

**6:** 80-81, 89, 90, 93, 94-95, 98, 99, 102, 103, 108, 109, 112, 121, 125, 126-127, 130, 132, 134, 135

**Standard 6-2:** The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.

### Indicators

**6.2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)**

**6:** 54, 55, 56-57, 115, 116, 117, 136-137, 138-139, 140-141, 142-143, 294-297, 302, 321, 328, 330-331, 332-333, 334-335, 336-339, 381, 382, 401, 407, 437, 439-440, 441

**6.2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics. (H, G, P)**

**6:** 240, 243, 245, 248, 249, 250-251, 252-254, 255-256, 257, 260-261, 262-264, 265, 266-267, 268-269, 270-271

**6.2.3 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H, P)**

**6:** 238-239, 240-241, 274, 275, 278-279, 280-281, 282-283, 284-285, 286-287, 288-289, 290-291, 292, 293

**6.2.4 Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire's decline. (G, H, E)**

**6:** 286, 287, 288-289, 290-291, 292, 293, 294-297, 298-299, 300-301, 302-303, 304

**6.2.5 Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics. (H, G)**

**6:** 128, 129, 130, 131, 132-133, 134, 135, 136-139

**6.2.6 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H, G, E)**

**6:** 106-107, 108-109, 110-111, 112, 114-117, 409

**Standard 6-3:** The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.

### Indicators

**6.3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E, H, P)**

**6:** 400, 401, 403-403, 404-405, 420

**6.3.2 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P, H)**

**6:** 396, 397, 398, 416-417, 418

**6.3.3 Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H, G, E)**

**6:** 296, 297, 406-407, 408-409, 418

**6.3.4 Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning. (H, G)**

**6:** 296-297, 302, 401, 436, 437

**6.3.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G, H, E)**

**6:** 410-411

**6.3.6 Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning and traditions, architecture, and government. (H, G)**

**6:** 301, 304, 321, 324-325, 326-327, 328, 329

**Standard 6-4:** The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

### Indicators

**6.4.1 Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures. (H, G, E)**

**6:** 296, 332, 335, 336, 337, 372-373, 374-375, 376-377, 378, 379

**6.4.2 Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade. (H, G, E)**

**6:** 350-351, 352-353, 354, 355, 433

**6.4.3 Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts. (H, E)**

**6:** 360-361, 362-363

**6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztecan, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P)**

**6:** 154-155, 159, 168, 170-173, 174-175, 176-177, 178-179, 180, 181, 196-197, 198-199, 200-201

**6.4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H)**

**6:** 321, 330-331, 332-333, 334-335, 336-337, 338-339

**Standard 6-5:** The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world.

### Indicators

**6.5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P, G, E)**

**6:** 430-431, 432-433, 434-435, 436-437

**6.5.2 Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments the Italians in art, music, literature, and architecture. (H)**

**6:** 430-431, 432-433, 434

**6.5.3 Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)**

**6:** 431, 432, 433, 434, 435, 436-437

**6.5.4 Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)**

**6:** 424, 431, 432, 433, 434, 435, 436-437

**6.5.5 Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy.**

**(P, G)**

**6:** 431, 432, 433, 434, 435, 436-437

**6.5.6 Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation.** (P, G)

**6:** 436-437

**Standard 6-6:** The student will demonstrate an understanding of the age European exploration and settlement in the New World.

### Indicators

**6-6.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration.** (G, E)

**6:** 440, 441, 448

**6-6.2 Compare the incentives of the various European countries to explore and settle new lands.** (P, G, E)

**6:** 438, 439, 440, 441, 442, 444, 445, 446, 447, 448-449

**6-6.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions.** (G, E)

**6:** 441, 442