A South Carolina Lesson Planner

**SCOTT FORESMAN**

**SOCIAL STUDIES**

to the

South Carolina Social Studies and Reading Standards
Grades K-6

[Pearson logo]

T/SS-21A
Scott Foresman Social Studies

This correlation demonstrates how Scott Foresman Social Studies meets the South Carolina Social Studies and Reading Standards by citing the South Carolina Social Studies and Reading Standards that match each Scott Foresman Social Studies lesson. Scott Foresman Social Studies Unit Resources and Pacing Guides for each lesson are included as well as a list of the Scott Foresman Social Studies Leveled Readers that accompany each unit.

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.
# TABLE OF CONTENTS

- Kindergarten--Here We Go........................................................................................................................................................................1
- Grade One--All Together........................................................................................................................................................................28
- Grade Two--People and Places.................................................................................................................................................................50
- Grade Three--South Carolina.....................................................................................................................................................................72
- Grade Four--Building a Nation.................................................................................................................................................................104
- Grade Five--Growth of a Nation.................................................................................................................................................................176
- Grade Six--The World..............................................................................................................................................................................234
### Lesson 1: Families

**Vocabulary:**
- mother
- father
- brother
- sister
- family

<table>
<thead>
<tr>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| 2 days | 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) | Resources:  
- Vocabulary Poster  
- Every Student Learns Guide, p. 6  
- Workbook, p. 2  
**Meeting Individual Needs:**  
- ESL Support, TE p.20  
- Leveled Practice, TE p. 22 | K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently. |
<p>|        |                                        |                                            | K-W1.2 Demonstrate the ability to write using a variety of formats. |
|        |                                        |                                            | K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events. |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
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</table>
| Lesson 2: Homes          | 2 days | K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G) | Resources:  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 7  
  ▪ Workbook, p. 3  
  Meeting Individual Needs:  
  ▪ Leveled Practice, TE p. 26 | K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.  
  K-RS2.1 Continue identifying pictures and charts as sources of information.  
  K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently.  
  K-W1.2 Demonstrate the ability to write using a variety of formats.  
  K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.  
  K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform. |
<table>
<thead>
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<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<tr>
<td><strong>Lesson 3: Getting Along</strong></td>
<td>2 days</td>
<td><strong>K-2.2</strong> Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P)</td>
<td><strong>Resources:</strong>&lt;br&gt;• Vocabulary Poster&lt;br&gt;• Every Student Learns Guide, p. 8&lt;br&gt;• Workbook, p. 4&lt;br&gt;<strong>Meeting Individual Needs:</strong>&lt;br&gt;• ESL Support, TE p.28&lt;br&gt;• Leveled Practice, TE p. 30</td>
<td><strong>K-RS2.1</strong> Continue identifying pictures and charts as sources of information.</td>
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<tr>
<td><strong>Vocabulary:</strong> share care help belonging respect</td>
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</tr>
</tbody>
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**K-R1.9** Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in **predictable books** read independently.

**K-W1.2** Demonstrate the ability to write using a variety of formats.

**K-W1.2.1** Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.

**K-W2.1** Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.

**K-RS2.1** Continue identifying pictures and charts as sources of information.
<table>
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| **Lesson 4:** Positions  | 2 days | **K-5.1** Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G) | **Resources:**  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 9  
  ▪ Workbook, p. 5  
 **Meeting Individual Needs:**  
  ▪ ESL Support, TE p.32  
  ▪ Leveled Practice, TE p. 34 | **K-R1.9** Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently. |
<p>| <strong>Vocabulary:</strong>          |        |                                        |                                             | <strong>K-W1.2</strong> Demonstrate the ability to write using a variety of formats. |
| over                     |        |                                        |                                             | <strong>K-W1.2.1</strong> Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events. |
| under                    |        |                                        |                                             | <strong>K-W2.1</strong> Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform. |
| up                       |        |                                        |                                             | <strong>K-RS2.1</strong> Continue identifying pictures and charts as sources of information. |
| down                     |        |                                        |                                             |                                  |
| right                    |        |                                        |                                             |                                  |
| left                     |        |                                        |                                             |                                  |</p>
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</thead>
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| Lesson 5: School Rules  | 2 days | 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-2.2 Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P) K-2.3 Identify people in the community and schools who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P) | Resources:  
- Vocabulary Poster  
- Every Student Learns Guide, p. 10  
- Workbook, p. 6  
Meeting Individual Needs:  
- ESL Support, TE p.36  
- Leveled Practice, TE p. 38 | K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently. K-W1.2 Demonstrate the ability to write using a variety of formats. K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events. K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform. K-RS2.1 Continue identifying pictures and charts as sources of information. |
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| **Lesson 6:** Solving Problems | 2 days | 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) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 11  
  - Workbook, p. 7  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 42 | K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently. |
<p>| Vocabulary: friend classmate work play |        |                                        |                                             | K-W1.2 Demonstrate the ability to write using a variety of formats. |
|                                        |        |                                        |                                             | K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events. |
|                                        |        |                                        |                                             | K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform. |
|                                        |        |                                        |                                             | K-RS2.1 Continue identifying pictures and charts as sources of information. |</p>
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| **Lesson 7: School Helpers**  | 2 days | 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) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 12  
  - Workbook, p. 8  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 46 | K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently.  
**K-W1.2** Demonstrate the ability to write using a variety of formats.  
**K-W1.2.1** Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.  
**K-W2.1** Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.  
**K-RS2.1** Continue identifying pictures and charts as sources of information. |

Vocabulary:  
teacher  
principal  
custodian  
nurse  
librarian
### Kindergarten: Here We Go
#### Unit 2: Communities

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: Who Is My Neighbor
- On-Level: My Neighborhood
- Advanced: Neighbors Near and Far

<table>
<thead>
<tr>
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<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| **Lesson 1:** Neighborhoods | 2 days | K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 18  
  - Workbook, p. 11  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 70  
  - Leveled Practice, TE p. 72 | K-R3.8 Demonstrate the ability to identify and sort words by category and sound.  
  **K-RS3.1** Continue organizing and classifying information by constructing categories. |
| **Vocabulary:** streets neighborhood town homes stores community citizen | | K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G) | |
| **Lesson 2:** Maps | 2 days | K-5.3 Construct a simple map. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 19  
  - Workbook, p. 12  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 74  
  - Leveled Practice, TE p. 76 | K-R3.8 Demonstrate the ability to identify and sort words by category and sound.  
  **K-RS3.1** Continue organizing and classifying information by constructing categories. |
<p>| <strong>Vocabulary:</strong> near far above below drawing | | | |</p>
<table>
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<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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<th>South Carolina Reading Standards</th>
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</thead>
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| **Lesson 3:** Signs      | 2 days | **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) | **Resources:**  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 20  
  ▪ Workbook, p. 13  
  **Meeting Individual Needs:**  
  ▪ Leveled Practice, TE p. 80 | **K-R3.8** Demonstrate the ability to identify and sort words by category and sound.  
  **K-RS3.1** Continue organizing and classifying information by constructing categories. |
| **Vocabulary:** signs    |        |                                          |                                           |                                  |
|                          |        | **signs**                                |                                           |                                  |
|                          |        | **stop light**                           |                                           |                                  |
|                          |        | **crosswalk**                            |                                           |                                  |
|                          |        | **crossing guard**                       |                                           |                                  |
| **Lesson 4:** Rules     | 2 days | **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) | **Resources:**  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 21  
  ▪ Workbook, p. 14  
  **Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 82  
  ▪ Leveled Practice, TE p. 84 | **K-R3.8** Demonstrate the ability to identify and sort words by category and sound.  
  **K-RS3.1** Continue organizing and classifying information by constructing categories. |
| **Vocabulary:** rules    |        |                                          |                                           |                                  |
|                          |        | **rules**                                |                                           |                                  |
|                          |        | **friends**                              |                                           |                                  |
|                          |        | **cooperate**                            |                                           |                                  |
|                          |        | **compromise**                           |                                           |                                  |
| **Lesson 5:** Community Helpers | 2 days | **K-2.3** Identify people in the community and schools who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P) | **Resources:**  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 22  
  ▪ Workbook, p. 15  
  **Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 86  
  ▪ Leveled Practice, TE p. 88 | **K-R3.8** Demonstrate the ability to identify and sort words by category and sound.  
  **K-RS3.1** Continue organizing and classifying information by constructing categories. |
<p>| <strong>Vocabulary:</strong> police   |        |                                          |                                           |                                  |
|                          |        | <strong>firefighter</strong>                          |                                           |                                  |
|                          |        | <strong>chef</strong>                                 |                                           |                                  |
|                          |        | <strong>mayor</strong>                                |                                           |                                  |
|                          |        | <strong>sanitation worker</strong>                    |                                           |                                  |
|                          |        | <strong>train conductor</strong>                      |                                           |                                  |</p>
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| **Lesson 6:** Communities    | 2 days     | **K-5.1** Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 23  
  - Workbook, p. 16  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 92 | **K-R3.8** Demonstrate the ability to identify and sort words by category and sound.  
**K-RS3.1** Continue organizing and classifying information by constructing categories. |
| **Vocabulary:** | | **K-5.2** Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G) | | |
| large  
small  
city  
country  
suburb  
farm | | | | |
| **Lesson 7:** Celebrations | 2 days | **K-3.3** Identify the reasons for celebrating national holidays, including Independence Day, Thanksgiving, President’s Day, and Martin Luther King Jr. Day. (H, P) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 24  
  - Workbook, p. 17  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 94  
  - Leveled Practice, TE p. 96 | **K-R3.8** Demonstrate the ability to identify and sort words by category and sound.  
**K-RS3.1** Continue organizing and classifying information by constructing categories. |
| **Vocabulary:** | | | | |
| celebrate | | | | |

Kindergarten 10
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| **Lesson 1:** Work       | 2 days  | K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 30  
  - Workbook, p. 20  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 120  
  - Leveled Practice, TE p. 122 | K-R1.8 Continue asking and answering questions about texts read aloud.  
  K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| Vocabulary: job          |         |                                          |                                             |                                  |
| **Lesson 2:** Jobs       | 2 days  | 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) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 31  
  - Workbook, p. 21  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 124  
  - Leveled Practice, TE p. 126 | K-R1.8 Continue asking and answering questions about texts read aloud.  
  K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
<p>| Vocabulary: work         |         |                                          |                                             |                                  |</p>
<table>
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<th>South Carolina Reading Standards</th>
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</thead>
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| Lesson 3: Jobs Then and Now | 2 days | **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-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) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 32  
  - Workbook, p. 22  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 130 | **K-R1.8** Continue asking and answering questions about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| Lesson 4: Earning Money | 2 days | **K-6.1** Classify several community businesses according to the goods and services they provide. (E) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 33  
  - Workbook, p. 23  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 132  
  - Leveled Practice, TE p. 134 | **K-R1.8** Continue asking and answering questions about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
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</thead>
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| Lesson 5: Using Money | 2 days | **K-6.2** Summarize methods of obtaining goods and services. (E) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 34  
- Workbook, p. 24  
**Meeting Individual Needs:**  
- ESL Support, TE p. 136  
- Leveled Practice, TE p. 138 | **K-R1.8** Continue asking and answering questions about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest. |
| **Vocabulary:** spend shop market goods services | | | |
| Lesson 6: Making Choices | 2 days | **K-6.2** Summarize methods of obtaining goods and services. (E) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 35  
- Workbook, p. 25  
**Meeting Individual Needs:**  
- ESL Support, TE p. 140  
- Leveled Practice, TE p. 142 | **K-R1.8** Continue asking and answering questions about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest. |
| **Vocabulary:** choices save | | | |
| Lesson 7: Needs and Wants | 2 days | **K-6.2** Summarize methods of obtaining goods and services. (E) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 36  
- Workbook, p. 26  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 146 | **K-R1.8** Continue asking and answering questions about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest. |
| **Vocabulary:** needs wants important live survive | | | |

Kindergarten 13
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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| Lesson 8: Needs/Food     | 2 days | K-6.2 Summarize methods of obtaining goods and services. (E) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 37  
  - Workbook, p. 27  
Meeting Individual Needs:  
  - Leveled Practice, TE p. 150 | K-R1.8 Continue asking and answering questions about texts read aloud.  
K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| Vocabulary: food         |        |                                         |                                             |                                  |
| Lesson 9: Needs/Clothing | 2 days | K-6.2 Summarize methods of obtaining goods and services. (E) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 38  
  - Workbook, p. 28  
Meeting Individual Needs:  
  - Leveled Practice, TE p. 154 | K-R1.8 Continue asking and answering questions about texts read aloud.  
K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| Vocabulary: clothing     |        |                                         |                                             |                                  |
| Lesson 10: Needs/Shelter | 2 days | K-2.3 Identify people in the community and schools who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)  
K-6.2 Summarize methods of obtaining goods and services. (E) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 39  
  - Workbook, p. 29  
Meeting Individual Needs:  
  - Leveled Practice, TE p. 158 | K-R1.8 Continue asking and answering questions about texts read aloud.  
K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
<p>| Vocabulary: shelter      |        |                                         |                                             |                                  |</p>
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 11: From Here to There | 2 days | 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) | Resources:  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 40  
  ▪ Workbook, p. 30  
 **Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 160  
  ▪ Leveled Practice, TE p. 162 | K-R1.8 Continue asking and answering questions about texts read aloud.  
 **K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest. |

Vocabulary: transportation, trains, planes, car, truck
**Lesson Titles/ Vocabulary** | **Pacing** | **South Carolina Social Studies Standards** | **Scott Foresman Social Studies Unit Resources** | **South Carolina Reading Standards**
--- | --- | --- | --- | ---
**Lesson 1:** Weather  
**Vocabulary:** rain  wind  weather  snow  clouds  sun | 2 days | **K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 46  
- Workbook, p. 33  
**Meeting Individual Needs:**  
- ESL Support, TE p. 186  
- Leveled Practice, TE p. 188 | **K-R1.8** Continue asking and answering question about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest.

**Lesson 2:** Seasons  
**Vocabulary:** fall  winter  summer  spring | 2 days | **K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 47  
- Workbook, p. 34  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 192 | **K-R1.8** Continue asking and answering question about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask how and why questions about a topic of interest.
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 3:** Forests    | 2 days | K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 48  
  - Workbook, p. 35  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 194  
  - Leveled Practice, TE p. 196 | K-R1.8 Continue asking and answering question about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| **Vocabulary:**          |        |                                        |                                               |                                  |
| trees                    |        |                                        |                                               |                                  |
| deer                     |        |                                        |                                               |                                  |
| owl                      |        |                                        |                                               |                                  |
| forest                   |        |                                        |                                               |                                  |
| **Lesson 4:** Plains     | 2 days | K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 49  
  - Workbook, p. 36  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 198  
  - Leveled Practice, TE p. 200 | K-R1.8 Continue asking and answering question about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| **Vocabulary:**          |        |                                        |                                               |                                  |
| plains                   |        |                                        |                                               |                                  |
| fox                      |        |                                        |                                               |                                  |
| rabbits                  |        |                                        |                                               |                                  |
| grass                    |        |                                        |                                               |                                  |
| mice                     |        |                                        |                                               |                                  |
| hills                    |        |                                        |                                               |                                  |
| **Lesson 5:** Mountains  | 2 days | K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 50  
  - Workbook, p. 37  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 202  
  - Leveled Practice, TE p. 204 | K-R1.8 Continue asking and answering question about texts read aloud.  
**K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
<p>| <strong>Vocabulary:</strong>          |        |                                        |                                               |                                  |
| mountains                |        |                                        |                                               |                                  |
| valley                   |        |                                        |                                               |                                  |
| peak                     |        |                                        |                                               |                                  |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 6: Ocean          | 2 days | K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 51  
  - Workbook, p. 38  
Meeting Individual Needs:  
  - ESL Support, TE p. 206  
  - Leveled Practice, TE p. 208 | K-R1.8 Continue asking and answering question about texts read aloud.  
K-RS1.1 Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
<p>| Vocabulary: water        |        |                                        |                                             |                                  |
| water                    |        |                                        |                                             |                                  |
| salt                     |        |                                        |                                             |                                  |
| Pacific                  |        |                                        |                                             |                                  |
| Atlantic                 |        |                                        |                                             |                                  |
| ocean                    |        |                                        |                                             |                                  |
| Lesson 7: Maps           | 2 days | K-5.3 Construct a simple map. (G)       |                                             |                                  |
| Vocabulary: map          |        |                                        |                                             |                                  |
| map                      |        |                                        |                                             |                                  |
| drawing                  |        |                                        |                                             |                                  |
| map key above            |        |                                        |                                             |                                  |
| Lesson 8: United States Map | 2 days | K-5.3 Construct a simple map. (G)       |                                             |                                  |
| Vocabulary: country      |        |                                        |                                             |                                  |
| country                  |        |                                        |                                             |                                  |
| United States            |        |                                        |                                             |                                  |
| state                    |        |                                        |                                             |                                  |
| land                     |        |                                        |                                             |                                  |
| water                    |        |                                        |                                             |                                  |</p>
<table>
<thead>
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<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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</table>
| **Lesson 9: World Map**  | 2 days | **K-5.3** Construct a simple map. (G)   | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 54  
  - Workbook, p. 41  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 220 | **K-R1.8** Continue asking and answering question about texts read aloud.  
  **K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| **Vocabulary:**  
  - world  
  - continents |       | **K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | | |
| **Lesson 10: Globe**    | 2 days | **K-5.3** Construct a simple map. (G)   | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 55  
  - Workbook, p. 42  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 224 | **K-R1.8** Continue asking and answering question about texts read aloud.  
  **K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| **Vocabulary:**  
  - globe  
  - model  
  - round |       | **K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | | |
| **Lesson 11: Conserve Resources** | 2 days | **K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 56  
  - Workbook, p. 43  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 228 | **K-R1.8** Continue asking and answering question about texts read aloud.  
  **K-RS1.1** Demonstrate the ability to ask *how* and *why* questions about a topic of interest. |
| **Vocabulary:**  
  - recycle  
  - conserve  
  - resources |       |                                           |                                           | |
### Kindergarten: Here We Go

**Unit 5: USA**

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level  George Washington
- On-Level  George Washington: Our First President
- Advanced  George Washington: Father of Our Country

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> National Symbols</td>
<td>2 days</td>
<td><strong>K-3.1</strong> 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)</td>
<td><strong>Resources:</strong> &lt;br&gt;- Vocabulary Poster &lt;br&gt;- Every Student Learns Guide, p. 62 &lt;br&gt;- Workbook, p. 46 &lt;br&gt;<strong>Meeting Individual Needs:</strong> &lt;br&gt;- Leveled Practice, TE p. 254</td>
<td>K-R1.6 Demonstrate the ability to retell stories. K-C1.10 Begin telling and retelling stories and events in logical order. K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> flag Statue of Liberty presidents White House capitol</td>
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<tr>
<td><strong>Lesson 2:</strong> First Americans</td>
<td>2 days</td>
<td><strong>K-1.1</strong> 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)</td>
<td><strong>Resources:</strong> &lt;br&gt;- Vocabulary Poster &lt;br&gt;- Every Student Learns Guide, p. 63 &lt;br&gt;- Workbook, p. 47 &lt;br&gt;<strong>Meeting Individual Needs:</strong> &lt;br&gt;- ESL Support, TE p. 257 &lt;br&gt;- Leveled Practice, TE p. 258</td>
<td>K-R1.6 Demonstrate the ability to retell stories. K-C1.10 Begin telling and retelling stories and events in logical order. K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Native Americans past present then now</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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| **Lesson 3: Explorers**  | 2 days | 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) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 64  
- Workbook, p. 48  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 262 | K-R1.6 Demonstrate the ability to **retell** stories.  
K-C1.10 Begin telling and **retelling** stories and events in logical order.  
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions. |
| **Vocabulary:** explorers ships discover | | | | |
| **Lesson 4: Thanksgiving** | 2 days | 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) | **Resources:**  
- Vocabulary Poster  
- Every Student Learns Guide, p. 65  
- Workbook, p. 49  
**Meeting Individual Needs:**  
- ESL Support, TE p. 264  
- Leveled Practice, TE p. 266 | K-R1.6 Demonstrate the ability to **retell** stories.  
K-C1.10 Begin telling and **retelling** stories and events in logical order.  
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions. |
<p>| <strong>Vocabulary:</strong> Pilgrims November turkey harvest | | | | |</p>
<table>
<thead>
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 5: Celebrations** | 2 days | 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) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 66  
  - Workbook, p. 50  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 270 | K-R1.6 Demonstrate the ability to retell stories.  
K-C1.10 Begin telling and retelling stories and events in logical order.  
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions. |
| **Vocabulary:** Abraham Lincoln  
George Washington  
Betsy Ross  
Martin Luther King Jr.  
Declaration of Independence | | | | |
| **Lesson 6: Changes in Travel** | 2 days | 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) | Resources:  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 67  
  - Workbook, p. 51  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 272  
  - Leveled Practice, TE p. 274 | K-R1.6 Demonstrate the ability to retell stories.  
K-C1.10 Begin telling and retelling stories and events in logical order.  
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions. |
| **Vocabulary:** covered wagon  
car  
helicopter  
train | | | | |
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 7:** Scientists and Inventors | 2 days | 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) | **Resources:**  
  ▪ Vocabulary Poster  
  ▪ Every Student Learns Guide, p. 68  
  ▪ Workbook, p. 52  
  **Meeting Individual Needs:**  
  ▪ Leveled Practice, TE p. 278 | K-R1.6 Demonstrate the ability to retell stories.  
K-C1.10 Begin telling and retelling stories and events in logical order.  
K-C2.1 Demonstrate the ability to follow one- and two-step oral directions. |
**Kindergarten:** Here We Go  
**Unit 6:** Family Stories  
**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: It Is My Birthday  
- On-Level: Happy Birthday to Me!  
- Advanced: Birthday Celebrations

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Reading Standards</th>
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</table>
| **Lesson 1:** Alike and Different | 2 days | **K-2.1** Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P) | Resources:  
- Vocabulary Poster  
- Every Student Learns Guide, p. 74  
- Workbook, p. 55  
**Meeting Individual Needs:**  
- ESL Support, TE p. 302  
- Leveled Practice, TE p. 304 | **K-R1.6** Demonstrate the ability to retell stories.  
**K-R1.7** Continue recalling details in texts read aloud.  
**K-W3.1** Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
**K-C1.10** Begin telling and retelling stories and events in logical order. |

Vocabulary: alike  
different  
family  
similar
<table>
<thead>
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<th>Pacing</th>
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<th>South Carolina Reading Standards</th>
</tr>
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</table>
| **Lesson 2:** Everyday Routines | 2 days | **K-2.1** Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 75  
  - Workbook, p. 56  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 306  
  - Leveled Practice, TE p. 308 | **K-R1.6** Demonstrate the ability to *retell* stories.  
 **K-R1.7** Continue recalling details in texts read aloud.  
 **K-W3.1** Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
 **K-C1.10** Begin telling and *retelling* stories and events in logical order. |
| **Vocabulary:** together  
 play  
 cooperate  
 routines daily |        |                                        |                                           |                                   |

| **Lesson 3:** Family Celebrations | 2 days | **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) | **Resources:**  
  - Vocabulary Poster  
  - Every Student Learns Guide, p. 76  
  - Workbook, p. 57  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 310  
  - Leveled Practice, TE p. 312 | **K-R1.6** Demonstrate the ability to *retell* stories.  
 **K-R1.7** Continue recalling details in texts read aloud.  
 **K-W3.1** Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
 **K-C1.10** Begin telling and *retelling* stories and events in logical order. |
| **Vocabulary:** celebrate  
 birthday  
 weddings  
 graduation |        |                                        |                                           |                                   |
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| **Lesson 4:** Then and Now | 2 days | 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) | Resources:  
- Vocabulary Poster  
- Every Student Learns Guide, p. 77  
- Workbook, p. 58  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 316 | K-R1.6 Demonstrate the ability to *retell* stories.  
K-R1.7 Continue recalling details in texts read aloud.  
K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
K-C1.10 Begin telling and *retelling* stories and events in logical order. |
| **Vocabulary:** then now modern old-fashioned past present |        | 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) |          |                          |
| **Lesson 5:** Special Foods | 2 days | 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) | Resources:  
- Vocabulary Poster  
- Every Student Learns Guide, p. 78  
- Workbook, p. 59  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 320 | K-R1.6 Demonstrate the ability to *retell* stories.  
K-R1.7 Continue recalling details in texts read aloud.  
K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
K-C1.10 Begin telling and *retelling* stories and events in logical order. |
| **Vocabulary:** traditions recipe |        |              |                                    |                          |

Kindergarten 26
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 6: Games          | 2 days | 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) | Resources:  
|                          |        |                                         | ▪ Vocabulary Poster  
|                          |        |                                         | ▪ Every Student Learns Guide, p. 79  
|                          |        |                                         | ▪ Workbook, p. 60  
|                          |        |                                         | **Meeting Individual Needs:**  
|                          |        |                                         | ▪ ESL Support, TE p. 322  
|                          |        |                                         | ▪ Leveled Practice, TE p. 324  
|                          |        |                                         | K-R1.6 Demonstrate the ability to **retell** stories.  
|                          |        |                                         | K-R1.7 Continue recalling details in texts read aloud.  
|                          |        |                                         | K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
|                          |        |                                         | K-C1.10 Begin telling and **retelling** stories and events in logical order. |
| Vocabulary: games, jobs, chores |        |                                         |                                             |                                   |
| Lesson 7: Places We Go   | 2 days | 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) | Resources:  
|                          |        |                                         | ▪ Vocabulary Poster  
|                          |        |                                         | ▪ Every Student Learns Guide, p. 80  
|                          |        |                                         | ▪ Workbook, p. 61  
|                          |        |                                         | **Meeting Individual Needs:**  
|                          |        |                                         | ▪ Leveled Practice, TE p. 328  
|                          |        |                                         | K-R1.6 Demonstrate the ability to **retell** stories.  
|                          |        |                                         | K-R1.7 Continue recalling details in texts read aloud.  
|                          |        |                                         | K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.  
|                          |        |                                         | K-C1.10 Begin telling and **retelling** stories and events in logical order. |
| Vocabulary: picnics, camping, shopping |        |                                         |                                             |                                   |
**South Carolina Lesson Planner**  
**Scott Foresman Social Studies—All Together**  
**Grade One**

**Grade One: All Together**  
**Unit 1: Time for School**

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: Making Rules
- On-Level: Who Makes the Rules?
- Advanced: How Do Rules Get Made?

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<th>South Carolina Reading Standards</th>
</tr>
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</table>
| **Lesson 1:** Getting to Know Andrew | 2 days | **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) | Resources:  
- Workbook, pp. 3-4  
- Vocabulary Cards: school, group  
- Every Student Learns Guide, pp. 2-5  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 13a | **1-R1.10** Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.  
**1-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.  
**1-C3.3** Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. |
<p>| Vocabulary: school group |        |                                        |                                              |                                 |</p>
<table>
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2: Home and School</strong>&lt;br&gt;Vocabulary: flag country</td>
<td>3 days</td>
<td>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)</td>
<td>Resources:&lt;br&gt;• Workbook, pp. 5-6&lt;br&gt;• Vocabulary Cards: flag, country&lt;br&gt;• Every Student Learns Guide, pp. 6-9&lt;br&gt;• Transparency 10&lt;br&gt;Meeting Individual Needs:&lt;br&gt;• ESL Support, TE p. 15&lt;br&gt;• Leveled Practice, TE pp. 16, 21a</td>
<td>1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.&lt;br&gt;1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.&lt;br&gt;1-C3.3 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.</td>
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<tr>
<td><strong>Lesson 3: Rules We Follow</strong>&lt;br&gt;Vocabulary: rule</td>
<td>2 days</td>
<td>1.3.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)&lt;br&gt;1.3.4 Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P)</td>
<td>Resources:&lt;br&gt;• Workbook, pp. 7-8&lt;br&gt;• Vocabulary Card: rule&lt;br&gt;• Every Student Learns Guide, pp. 10-13&lt;br&gt;• Transparencies 11, 12&lt;br&gt;Meeting Individual Needs:&lt;br&gt;• ESL Support, TE p.23&lt;br&gt;• Leveled Practice, TE p. 27a</td>
<td>1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.&lt;br&gt;1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.&lt;br&gt;1-C3.3 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.</td>
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| Lesson 4: Learning About My School | 3 days | 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) 1.1.5 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) | Resources:  
- Workbook, p. 9  
- Every Student Learns Guide, pp. 14-17  
Meeting Individual Needs:  
- ESL Support, TE p. 29  
- Leveled Practice, TE pp. 35, 35a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently. 1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. 1-C3.3 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. |
Lesson | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
---|---|---|---|---
Lesson 1: Welcome to My Neighborhood | 2 days | 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) 1-2.2 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) | Resources:  - Workbook, pp. 14-15  - Vocabulary card: neighborhood  - Every Student Learns Guide, pp. 18-21  - Transparencies 13, 14 | 1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text. 1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.
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| Lesson 2: Different Kinds of Communities | 2 days | 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) 1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G) | Resources:  
- Workbook, pp. 16-17  
- Vocabulary Card: community  
- Every Student Learns Guide, pp. 22-25  
- Transparency 15  
Meeting Individual Needs:  
- ESL Support, TE pp. 58, 61  
- Leveled Practice, TE p. 61a | 1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.  
1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
| Lesson 3: Special Things We Do | 3 days | 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) | Resources:  
- Workbook, p. 18  
- Every Student Learns Guide, pp. 26-29  
Meeting Individual Needs:  
- ESL Support, TE p. 64  
- Leveled Practice, TE p. 69a | 1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.  
1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
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| Lesson 4: Community Laws and Leaders | 2 days | **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) **1.3.4** Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P) | Resources:  
  - Workbook, p. 19  
  - Vocabulary Cards: law, leader  
  - Every Student Learns Guide, pp. 30-33  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE pp. 73, 73a | **1-R1.19** Begin comparing and contrasting the information, ideas, and elements within a single text. |
| Vocabulary: law leader | | | | **1-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
| Lesson 5: Where in the World Do I Live? | 2 days | **1-2.1** Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G) | Resources:  
  - Workbook, p. 20  
  - Vocabulary Cards: state, continent, ocean  
  - Every Student Learns Guide, pp. 34-37  
  - Transparencies 16, 17  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 76  
  - Leveled Practice, TE p. 79a | **1-R1.19** Begin comparing and contrasting the information, ideas, and elements within a single text. |
| Vocabulary: state continent ocean | | | | **1-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
### Grade One: All Together

**Unit 3:** Work! Work! Work!

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: Working
- On-Level: People at Work
- Advanced: Where We Work

<table>
<thead>
<tr>
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</tr>
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| **Lesson 1:** Ben's Job  | 2 days | **1.6.3** Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P) | **Resources:**
  - Workbook, pp. 25-26
  - Transparencies 9, 19
  - Vocabulary Card: job
  - Every Student Learns Guide, pp. 38-41 | **1-R1.16** Begin to follow one-step written directions to complete a task. |
| **Vocabulary:** job      |        | **Meeting Individual Needs:**
  - ESL Support, TE p. 96
  - Leveled Practice, TE p. 99a | **1-R1.17** Begin using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically. |
<p>|                          |        |                                        | <strong>1-C2.1</strong> Demonstrate the ability to follow one-and two-step oral directions. |                                  |
|                          |        |                                        | <strong>1-C2.2</strong> Begin following multistep oral directions. |                                  |
|                          |        |                                        | <strong>1-RS2.1</strong> Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |                                  |</p>
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| Lesson 2: Needs and Wants | 2 days | 1.6.3 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P) | Resources:  
  - Workbook, p. 27  
  - Vocabulary Cards: needs, wants  
  - Every Student Learns Guide, pp. 42-45  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 101  
  - Leveled Practice, TE p. 103a | 1-R1.16 Begin to follow one-step written directions to complete a task.  
1-R1.17 Begin using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.  
1-C2.1 Demonstrate the ability to follow one-and two-step oral directions.  
1-C2.2 Begin following multistep oral directions.  
1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |

Vocabulary: needs, wants
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| Lesson 3: Spending and Saving | 2 days | 1.6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E) | Resources:  
  - Workbook, p. 28  
  - Every Student Learns Guide, pp. 46-49  
  - Transparency 20  
  Meeting Individual Needs:  
    - ESL Support, TE p. 105  
    - Leveled Practice, TE p. 107a | 1-R1.16 Begin to follow one-step written directions to complete a task.  
  1-R1.17 Begin using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.  
  1-C2.1 Demonstrate the ability to follow one-and two-step oral directions.  
  1-C2.2 Begin following multistep oral directions.  
  1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
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| Lesson 4: Welcome to Job Day! | 3 days | **1.6.4** Recognize the roles of producers and consumers and the ways in which they are interdependent. (**E**) | **Resources:**  
  - Workbook, p. 29  
  - Vocabulary Cards: tools, goods, service, volunteer  
  - Every Student Learns Guide, pp. 50-53  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 110  
  - Leveled Practice, TE p. 115a | **1-R1.16** Begin to follow one-step written directions to complete a task.  
**1-R1.17** Begin using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.  
**1-C2.1** Demonstrate the ability to follow one-and two-step oral directions.  
**1-C2.2** Begin following multistep oral directions.  
**1-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |

**Vocabulary:**  
tools  
goods  
service  
volunteer
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<td>Lesson 5: Interview with a Farmer</td>
<td>3 days</td>
<td>1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G) 1.6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E)</td>
<td>Resources:  ▪ Workbook, pp. 30-31  ▪ Transparency 9, 21  ▪ Every Student Learns Guide, pp. 54-57  <strong>Meeting Individual Needs:</strong>  ▪ ESL Support, TE p. 118  ▪ Leveled Practice, TE p. 123a</td>
<td>1-R1.16 Begin to follow one-step written directions to complete a task.  1-R1.17 Begin using <strong>graphic representations</strong> such as charts, graphs, pictures, and <strong>graphic organizers</strong> as information sources and as a means of organizing information and events logically.  1-C2.1 Demonstrate the ability to follow one-and two-step oral directions.  1-C2.2 Begin following multistep oral directions.  1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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| **Lesson 6: From Place to Place** | 2 days | 1.1.5 Illustrate different elements of community life, including structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G) | **Resources:**  
  - Workbook, p. 32  
  - Vocabulary Card: transportation  
  - Every Student Learns Guide, pp. 58-61  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 126  
  - Leveled Practice, TE p. 127a | 1-R1.16 Begin to follow one-step written directions to complete a task.  
1-R1.17 Begin using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.  
1-C2.1 Demonstrate the ability to follow one-and two-step oral directions.  
1-C2.2 Begin following multistep oral directions.  
1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
**Grade One:** All Together  
**Unit 4:** Our Earth, Our Resources  
**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level Find It!  
- On-Level Maps and Globes  
- Advanced Reading Maps and Globes

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<td>Lesson 1:</td>
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| Different Kinds of Weather |       | 1.1.3 Illustrate personal and family history on a time line. (H) | Resources:  
  - Workbook, pp. 37-39  
  - Vocabulary Card: weather  
  - Every Student Learns Guide, pp. 62-65  
  - Transparency 22  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 144  
  - Leveled Practice, TE p. 149a | 1-R1.13 Begin summarizing main ideas in texts read aloud or independently.  
1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write.  
1-C2.8 Demonstrate the ability to listen for main ideas. |
| Vocabulary: weather | 2 days |                                         |                                             |                                 |
| Lesson 2:                |        |                                         |                                             |                                 |
| Looking at Our Land and Water |       | 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) | Resources:  
  - Workbook, pp. 40-41  
  - Vocabulary Cards: mountain, plain, lake, river  
  - Every Student Learns Guide, pp. 66-69  
  - Transparency 23  
  **Meeting Individual Needs:**  
  - ESL Support, TE pp. 151, 154  
  - Leveled Practice, TE p. 155a | 1-R1.13 Begin summarizing main ideas in texts read aloud or independently.  
1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write.  
1-C2.8 Demonstrate the ability to listen for main ideas. |
<p>| Vocabulary: mountain plain lake river | 2 days |                                         |                                             |                                 |</p>
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| Lesson 3: Our Earth’s Resources | 3 days | 1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G) | Resources:  
- Workbook, p. 42  
- Vocabulary Card: natural resource  
- Every Student Learns Guide, pp. 70-73  
Meeting Individual Needs:  
- ESL Support, TE pp. 157, 162  
- Leveled Practice, TE p. 163a | 1-R1.13 Begin summarizing main ideas in texts read aloud or independently. |
| Vocabulary: natural resource |        | 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-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write. |
| Lesson 4: Interview About Farm History | 2 days | 1.6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E) | Resources:  
- Workbook, p. 43  
- Vocabulary Card: history  
- Every Student Learns Guide, pp. 74-77  
Meeting Individual Needs:  
- ESL Support, TE p. 166  
- Leveled Practice, TE p. 169a | 1-R1.13 Begin summarizing main ideas in texts read aloud or independently. |
<p>| Vocabulary: history |        | | | 1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write. |
|                      |        | | | 1-C2.8 Demonstrate the ability to listen for main ideas. |</p>
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| Lesson 5: Caring for Our Resources | 2 days | 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) | Resources:  
- Workbook, p. 44  
- Every Student Learns Guide, pp. 78-81  
- Transparency 24  
**Meeting Individual Needs:**  
- ESL Support, TE p. 171  
- Leveled Practice, TE p. 175a | 1-R1.13 Begin summarizing **main ideas** in texts read aloud or independently.  
1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write.  
1-C2.8 Demonstrate the ability to listen for **main ideas**. |
Lesson Titles/Vocabulary | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
--- | --- | --- | --- | ---
Lesson 1: Native Americans | 3 days | **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)  
**1.1.2** 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) | **Resources:**  
- Workbook, pp. 49-51  
- Every Student Learns Guide, pp. 82-85  
- Transparencies 25, 26  
**Meeting Individual Needs:**  
- ESL Support, TE p. 192  
- Leveled Practice, TE p. 195a | 1-R1.5 Demonstrate the ability to retell stories.  
1-R1.6 Demonstrate the ability to recall details in texts read aloud.  
1-R1.7 Begin recalling details in texts read independently.
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<td>Lesson 2:</td>
<td>2 days</td>
<td>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) 1.1.2 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)</td>
<td>Resources:  - Workbook, pp. 52-53  - Vocabulary Card: freedom  - Every Student Learns Guide, pp. 86-89  - Transparency 27  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 198  - Leveled Practice, TE p. 201a</td>
<td>1-R1.5 Demonstrate the ability to <strong>retell</strong> stories.  1-R1.6 Demonstrate the ability to recall details in texts read aloud.  1-R1.7 Begin recalling details in texts read independently.</td>
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<tr>
<td>Early Travelers to America</td>
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<td>Vocabulary: freedom</td>
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<tr>
<td>Lesson 3:</td>
<td>2 days</td>
<td>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) 1.1.2 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)</td>
<td>Resources:  - Workbook, p. 54  - Vocabulary Card: colony  - Every Student Learns Guide, pp. 90-93  - Transparency 28  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 204  - Leveled Practice, TE p. 207a</td>
<td>1-R1.5 Demonstrate the ability to <strong>retell</strong> stories.  1-R1.6 Demonstrate the ability to recall details in texts read aloud.  1-R1.7 Begin recalling details in texts read independently.</td>
</tr>
<tr>
<td>The Colonies Become Free</td>
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<td>Vocabulary: colony</td>
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| Lesson 4: Symbols in Our Country | 2 days | 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) | Resources:  
  - Workbook, p. 55  
  - Every Student Learns Guide, pp. 94-97  
  - Transparencies 29, 30  
  Meeting Individual Needs:  
    - ESL Support, TE p. 210  
    - Leveled Practice, TE p. 211a | 1-R1.5 Demonstrate the ability to retell stories.  
 1-R1.6 Demonstrate the ability to recall details in texts read aloud.  
1-R1.7 Begin recalling details in texts read independently. |
| Lesson 5: We Celebrate Holidays | 2 days | 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)  
1.4.3 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) | Resources:  
  - Workbook, p. 56  
  - Vocabulary Cards: holiday, President  
  - Every Student Learns Guide, pp. 98-101  
  - Transparencies 31, 32  
  Meeting Individual Needs:  
    - ESL Support, TE p. 214  
    - Leveled Practice, TE p. 217a | 1-R1.5 Demonstrate the ability to retell stories.  
1-R1.6 Demonstrate the ability to recall details in texts read aloud.  
1-R1.7 Begin recalling details in texts read independently. |
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<td><strong>Lesson 6: Choosing Our Country’s Leaders</strong></td>
<td>2 days</td>
<td>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) 1.5.2 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)</td>
<td>Resources:  - Workbook, p. 57  - Vocabulary Cards: citizen, vote, capital  - Every Student Learns Guide, pp. 102-105 <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 220  - Leveled Practice, TE p. 223a</td>
<td>1-R1.5 Demonstrate the ability to retell stories. 1-R1.6 Demonstrate the ability to recall details in texts read aloud. 1-R1.7 Begin recalling details in texts read independently.</td>
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| Lesson 1: Visiting the Market | 2 days | 1.6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E) | Resources:  
- Workbook, pp. 62-63  
- Vocabulary Card: market  
- Every Student Learns Guide, pp. 106-109  
- Transparencies 34  
Meeting Individual Needs:  
- ESL Support, TE p. 240  
- Leveled Practice, TE p. 241a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.  
1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.  
1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views. |
| Vocabulary: market         |        |                                         |                                             |                                  |
| Lesson 2: How Things Have Changed | 2 days | 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) | Resources:  
- Workbook, p. 64  
- Every Student Learns Guide, pp. 110-113  
Meeting Individual Needs:  
- ESL Support, TE p. 243  
- Leveled Practice, TE p. 245a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.  
1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud. |
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<td>(continued)</td>
<td></td>
<td>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)</td>
<td></td>
<td>1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.</td>
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</table>
| Lesson 3: Inventors and Inventions | 2 days | 1.1.5 Illustrate different elements of community life, including structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G) | Resources:  
  - Workbook, p. 65  
  - Vocabulary Cards: communicate, invention, inventor  
  - Every Student Learns Guide, pp. 114-117  
  - Meeting Individual Needs:  
    - ESL Support, TE p. 248  
    - Leveled Practice, TE p. 251a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.  
  1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.  
  1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views. |
| Vocabulary: communicate invention inventor |        |                                        |                                             |                                |
| Lesson 4: How Travel Has Changed | 3 days | 1.1.5 Illustrate different elements of community life, including structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G) | Resources:  
  - Workbook, pp. 66-67  
  - Every Student Learns Guide, pp. 118-121  
  - Transparency 35  
  - Meeting Individual Needs:  
    - ESL Support, TE p. 257  
    - Leveled Practice, TE p. 257a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.  
  1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.  
  1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views. |
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| Lesson 5: Life Around the World | 3 days | 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) | Resources:  
- Workbook, p. 68  
- Vocabulary Card: world  
- Every Student Learns Guide, pp. 122-125  
- Transparency 36  
**Meeting Individual Needs:**  
- ESL Support, TE p. 260  
- Leveled Practice, TE p. 265a | 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently. |
| Vocabulary: world | | 1.1.4 Compare daily life of families across the world – including 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-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud. |
| | | | | 1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views. |
South Carolina Lesson Planner
Scott Foresman Social Studies—People and Places
Grade Two

**Grade Two:** People and Places
**Unit 1:** Where We Live

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: Our Communities
- On-Level: Communities All Over
- Advanced: Communities: Alike and Different

<table>
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| **Lesson 1:** Living in a Neighborhood | 3 days | 2.2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E) 2.3.1 Recognize types of local laws and those people who have the power and authority to enforce them. (P) 2.33 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P) | Resources:  
- Workbook, pp. 3-4  
- Transparencies 6, 10  
- Vocabulary Cards: law, vote  
- Every Student Learns Guide, pp. 2-5  
**Meeting Individual Needs:**  
- ESL Support, TE p. 10  
- Leveled Practice, TE p. 15a | 2-R3.10 Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar words. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |

**Vocabulary:**
- law
- vote
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| Lesson 2: A Walk through a Community | 3 days | **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) | **Resources:**  
  ▪ Workbook, pp. 5-6  
  ▪ Transparencies 5,11  
  ▪ Vocabulary Cards: community, history  
  ▪ Every Student Learns Guide, pp. 6-9  
**Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 18  
  ▪ Leveled Practice, TE p. 23a | **2-R3.10** Demonstrate the ability to use sentence structure *(syntax)* and context to determine the meaning of unfamiliar words.  
**2-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
<p>| <strong>Vocabulary:</strong> community history | | <strong>2.2.5</strong> Compare the history and features of the local community with those of different communities around the world. (G) | | |
| | | <strong>2.3.2</strong> Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P) | | |
| | | <strong>2.2.1</strong> 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) | | |</p>
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<td><strong>Lesson 3: Comparing Communities</strong></td>
<td>2 days</td>
<td>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) 2.2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)</td>
<td>Resources:  - Workbook, p. 7  - Transparency 4  - Vocabulary Cards: rural, suburb, urban  - Every Student Learns Guide, pp. 10-13  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 27  - Leveled Practice, TE p. 29a</td>
<td>2-R3.10 Demonstrate the ability to use sentence <strong>structure (syntax)</strong> and context to determine the meaning of unfamiliar words. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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<td><strong>Lesson 4: Our State and Our Country</strong></td>
<td>2 days</td>
<td>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)</td>
<td>Resources:  - Workbook, p. 8  - Transparencies 8, 12  - Vocabulary Card: capital  - Every Student Learns Guide, pp. 14-17  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 32  - Leveled Practice, TE p. 35a</td>
<td>2-R3.10 Demonstrate the ability to use sentence <strong>structure (syntax)</strong> and context to determine the meaning of unfamiliar words. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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<td><strong>Lesson 5: Our Country Is Part of Our World</strong></td>
<td>2 days</td>
<td>2.2.5 Compare the history and features of the local community with those of different communities around the world. (G)</td>
<td>Resources:  - Workbook, p. 9  - Transparency 13  - Every Student Learns Guide, pp. 18-21  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 39  - Leveled Practice, TE p. 41a</td>
<td>2-R3.10 Demonstrate the ability to use sentence <strong>structure (syntax)</strong> and context to determine the meaning of unfamiliar words. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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| Lesson 1: Interview with a Geographer | 2 days | 2.2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E) | Resources:  
- Workbook, pp. 14-15  
- Transparencies 3, 14  
- Vocabulary Cards: geography, landform  
- Every Student Learns Guide, pp. 22-25  
Meeting Individual Needs:  
- ESL Support, TE p. 58  
- Leveled Practice, TE p. 61a | 2-R1.12 Demonstrate the ability to determine cause and effect.  
2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |
| Vocabulary: geography landform |        |                                        |                                             |                                  |
| Lesson 2: Where People Live | 2 days | 2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups on different regions of the United States. (G, H)  
2.2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E) | Resources:  
- Workbook, p. 16  
- Transparency 13  
- Every Student Learns Guide, pp. 26-29  
Meeting Individual Needs:  
- ESL Support, TE p. 63  
- Leveled Practice, TE p. 67a | 2-R1.12 Demonstrate the ability to determine cause and effect.  
2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |
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| **Lesson 3:** From My Orchard to You | 3 days | **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) | **Resources:**  
  - Workbook, pp. 17-18  
  - Transparency 2  
  - Vocabulary Cards: ancestor, producer, consumer  
  - Every Student Learns Guide, pp. 30-33  
 **Meeting Individual Needs:**  
  - ESL Support, TE p. 71  
  - Leveled Practice, TE p. 75a | 2-R1.12 Demonstrate the ability to determine cause and effect.  
2-R1.16 Continue using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically. |

**Vocabulary:** ancestor producer consumer

| **Lesson 4:** Our Earth’s Resources | 2 days | **2.2.2** Recognize characteristics of the local region, including its geographic features and natural resources. (G, E) | **Resources:**  
  - Workbook, pp. 19-20  
  - Transparency 15  
  - Vocabulary Cards: natural resources, crop  
  - Every Student Learns Guide, pp. 34-37  
 **Meeting Individual Needs:**  
  - ESL Support, TE p. 78  
  - Leveled Practice, TE p. 81a | 2-R1.12 Demonstrate the ability to determine cause and effect.  
2-R1.16 Continue using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically. |

**Vocabulary:** natural resource crop
<table>
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| **Lesson 5:** Caring for Our Resources | 2 days | **2.2.2** Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)  
**2-5.4** Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E) | **Resources:**  
- Workbook, p. 21  
- Vocabulary Cards: conservation  
- Every Student Learns Guide, pp. 38-41  
**Meeting Individual Needs:**  
- ESL Support, TE p. 85  
- Leveled Practice, TE p. 89a | **2-R1.12** Demonstrate the ability to determine cause and effect.  
**2-R1.16** Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |

Grade Two

55
### Lesson Titles/ Vocabularies

<table>
<thead>
<tr>
<th>Lesson 1: Choosing Goods and Services</th>
<th>Vocabulary: income goods services</th>
</tr>
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<tbody>
<tr>
<td>Lesson 2:</td>
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<td>Lesson 3:</td>
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<td>Vocabulary:</td>
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### Pacing

- 2 days

### South Carolina Social Studies Standards

- 2.2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E)
- 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)
- 2-5.3 Recognize the people’s choices about what they buy will determine what goods and services are produced. (E)

### Scott Foresman Social Studies Unit Resources

- Resources:
  - Workbook, pp. 26-27
  - Transparencies 7, 16
  - Vocabulary Cards: income, goods, services
  - Every Student Learns Guide, pp. 42-45
  - Leveled Practice, TE p. 111a

### South Carolina Reading Standards

- 2-R1.8 Demonstrate the ability to make predictions about stories.
- 2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
- 2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
- 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.
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| Lesson 2: Services in Our Community Vocabulary: tax | 3 days | **2.2.3** Summarize the roles of various workers in the community, including those who hold government jobs there. (E)  
**2.3.2** Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)  
**2.3.3** Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P)  
**2-5.3** Recognize the people’s choices about what they buy will determine what goods and services are produced. (E) | **Resources:**  
- Workbook, p. 28  
- Transparencies 3, 17  
- Vocabulary Cards: tax  
- Every Student Learns Guide, pp. 46-49  
**Meeting Individual Needs:**  
- ESL Support, TE p. 114  
- Leveled Practice, TE p. 119a | **2-R1.8** Demonstrate the ability to make predictions about stories.  
**2-R1.16** Continue using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.  
**2-C3.1** Demonstrate the ability to make predictions about the content of what he or she views.  
**2-RS2.1** Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
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<td>Lesson 3: Goods from the Factory to You</td>
<td>2 days</td>
<td>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) 2-5.2 Summarize the concept of supply and demand and explain its effect on price. (E) 2-5.3 Recognize the people's choices about what they buy will determine what goods and services are produced. (E) 2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E)</td>
<td>Resources:  - Workbook, pp. 29-30  - Transparencies 9, 18  - Vocabulary Cards: factory  - Every Student Learns Guide, pp. 50-53</td>
<td>2-R1.8 Demonstrate the ability to make predictions about stories. 2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. 2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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<td><strong>Lesson 4: A Trip to the Bank</strong></td>
<td>3 days</td>
<td>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) 2-5.3 Recognize that people’s choices about what they buy will determine what goods and services they produce. (E)</td>
<td>Resources:  ▪ Workbook, pp. 31-32  ▪ Transparencies 5, 19  ▪ Every Student Learns Guide, pp. 54-57  <strong>Meeting Individual Needs:</strong>  ▪ ESL Support, TE p. 130  ▪ Leveled Practice, TE p. 133a</td>
<td>2-R1.8 Demonstrate the ability to make predictions about stories. 2-R1.16 Continue using <strong>graphic representations</strong> such as charts, graphs, pictures, and <strong>graphic organizers</strong> as information sources and as a means of organizing information and events logically. 2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.</td>
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| Lesson 5: Countries Trade and Move Goods | 2 days | 2-4.2 Summarize how nation-states interact with one another in order to conduct trade. (P, H, E, G) | Resources:  
- Workbook, p. 33  
- Transparency 7  
- Vocabulary Cards: trade, transportation, barter  
- Every Student Learns Guide, pp. 58-61 | 2-R1.8 Demonstrate the ability to make predictions about stories. |
| Vocabulary: trade transportation barter | | 2-5.4 Identify relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E) | Meeting Individual Needs:  
- ESL Support, TE p. 135  
- Leveled Practice, TE p. 139a | 2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |
|                           |        |                                        |                                              | 2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. |
|                           |        |                                        |                                              | 2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information. |
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<td><strong>Lesson 1:</strong> Local Government</td>
<td>2 days</td>
<td>2.2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E) 2.3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P) 2.3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)</td>
<td>Resources:  - Workbook, p. 38  - Transparencies 5, 20  - Vocabulary Cards: government, mayor, citizen  - Every Student Learns Guide, pp. 62-65  <strong>Meeting Individual Needs:</strong>  - ESL Support, TE p. 155  - Leveled Practice, TE p. 159a</td>
<td>2-R1.9 Demonstrate the ability to summarize the main idea of a particular text. 2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. 2-R2.4 Begin summarizing the theme of a particular text. 2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies. 2-C2.6 Demonstrate the ability to listen for main ideas.</td>
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**Vocabulary:**
- government
- mayor
- citizen
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| Lesson 2: State Government | 2 days | 2.3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P) | Resources:  
- Workbook, pp. 39-40  
- Transparencies 5, 21, 22  
- Vocabulary Cards: governor  
- Every Student Learns Guide, pp. 66-69  
Meeting Individual Needs:  
- ESL Support, TE p. 161  
- Leveled Practice, TE p. 165a | 2-R1.9 Demonstrate the ability to summarize the main idea of a particular text.  
2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.  
2-R2.4 Begin summarizing the theme of a particular text.  
2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies.  
2-C2.6 Demonstrate the ability to listen for main ideas. |
<p>| Vocabulary: governor |        | 2.3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P) |        |        |
|                          |        | 2.3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P) |        |        |</p>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 3: Federal Government | 2 days | 2.3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P) | Resources:  
- Workbook, p. 41  
- Transparency 5  
- Vocabulary Cards: Congress, President  
- Every Student Learns Guide, pp. 70-73 | 2-R1.9 Demonstrate the ability to **summarize** the **main idea** of a particular text. |
| Vocabulary: Congress President | | | Meeting Individual Needs:  
- ESL Support, TE p. 168  
- Leveled Practice, TE p. 171a | 2-R1.16 Continue using **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.  
2-R2.4 Begin **summarizing** the **theme** of a particular text. |
<p>| | | | | 2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written <strong>prewriting</strong> strategies. |
| | | | | 2-C2.6 Demonstrate the ability to listen for <strong>main ideas</strong>. |</p>
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</table>
| Lesson 4: Voting for Leaders | 3 days | 2.3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P)  
2.3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)  
2.3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P) | Resources:  
- Workbook, pp. 42-43  
- Transparency 9  
- Vocabulary Cards:  
- Every Student Learns Guide, pp. 74-77  
Meeting Individual Needs:  
- ESL Support, TE p. 173  
- Leveled Practice, TE p. 179a | 2-R1.9 Demonstrate the ability to summarize the main idea of a particular text.  
2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.  
2-R2.4 Begin summarizing the theme of a particular text.  
2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies.  
2-C2.6 Demonstrate the ability to listen for main ideas. |
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</table>
| Lesson 5: The Land of Freedom | 3 days | 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) | Resources:  
- Workbook, pp. 44-45  
- Transparencies 5, 23, 24  
- Vocabulary Cards: freedom, motto, monument  
- Every Student Learns Guide, pp. 78-81 | 2-R1.9 Demonstrate the ability to summarize the main idea of a particular text. |
| Vocabulary: freedom motto monument | | 2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups of different regions of the United States. (G, H) | Meeting Individual Needs:  
- ESL Support, TE p. 181  
- Leveled Practice, TE p. 187a | 2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |
| | | 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, E) | | 2-R2.4 Begin summarizing the theme of a particular text. |
| | | 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-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies. |
| | | | | 2-C2.6 Demonstrate the ability to listen for main ideas. |
**Grade Two:** People and Places  
**Unit 5:** Our Country Long Ago  
**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: Abraham Lincoln  
- On-Level: Abraham Lincoln: Our Sixteenth President  
- Advanced: Abraham Lincoln: Great Man, Great Words

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</table>
| **Lesson 1:** The First Americans | 3 days | 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)  
2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups of different regions of the United States. (G, H) | Resources:  
- Workbook, pp. 50-51  
- Transparencies 9, 25, 26  
- Vocabulary Cards: shelter, tradition  
- Every Student Learns Guide, pp. 82-85  
**Meeting Individual Needs:**  
- ESL Support, TE p. 204  
- Leveled Practice, TE p. 209a | 2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.  
2-C1.8 Demonstrate the ability to give one-and two-step oral directions. |
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</table>
| Lesson 2: Colonies       | 2 days | **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) | **Resources:**  
  - Workbook, pp. 52-53  
  - Transparencies 5, 27  
  - Vocabulary Cards: explorer, colony, colonist  
  - Every Student Learns Guide, pp. 86-89  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 212  
  - Leveled Practice, TE p. 215a | **2-W1.2** Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.  
**2-C1.8** Demonstrate the ability to give one-and two-step oral directions. |
| Vocabulary: explorer colony colonist |        |                                        |                                             |                                 |
| Lesson 3: Thirteen Colonies, One Country | 2 days | **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) | **Resources:**  
  - Workbook, p. 54  
  - Transparencies 2, 28, 29  
  - Vocabulary Card: independence  
  - Every Student Learns Guide, pp. 90-93  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 217  
  - Leveled Practice, TE p. 221a | **2-W1.2** Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.  
**2-C1.8** Demonstrate the ability to give one-and two-step oral directions. |
<p>| Vocabulary: independence |        |                                        |                                             |                                 |</p>
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| **Lesson 4:** Our Country Grows | 3 days | 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) | Resources:  
  ▪ Workbook, pp. 55-56  
  ▪ Transparencies 5, 30, 31, 32, 33  
  ▪ Vocabulary Cards: pioneer  
  ▪ Every Student Learns Guide, pp. 94-97  
  **Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 224  
  ▪ Leveled Practice, TE p. 229a | 2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details. |

**Vocabulary:** pioneer  
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)  

| **Lesson 5:** We Remember Americans | 2 days | 2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups of different regions of the United States. (G, H) | Resources:  
  ▪ Workbook, p. 57  
  ▪ Transparency 9  
  ▪ Every Student Learns Guide, pp. 98-101  
  **Meeting Individual Needs:**  
  ▪ ESL Support, TE p. 232  
  ▪ Leveled Practice, TE p. 235a | 2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.  
2-C1.8 Demonstrate the ability to give one-and two-step oral directions. |
### Grade Two: People and Places

**Unit 6: People and Places in History**

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: Meet Our Families
- On-Level: Family Histories
- Advanced: Remembering Our Pasts

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<tr>
<td><strong>Lesson 1:</strong> Family History</td>
<td>2 days</td>
<td>2.1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups of different regions of the United States. (G, H) 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)</td>
<td>Resources:  - Workbook, p. 62  - Transparency 8  - Vocabulary Cards: immigrant  - Every Student Learns Guide, pp. 102-105</td>
<td>2-R1.5 Demonstrate the ability to retell stories. 2-R1.6 Demonstrate the ability to recall details in texts.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> immigrant</td>
<td></td>
<td></td>
<td>Meeting Individual Needs:  - ESL Support, TE p. 252  - Leveled Practice, TE p. 255a</td>
<td>2-C1.9 Demonstrate the ability to retell stories and event in logical order.</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> People Celebrate</td>
<td>3 days</td>
<td>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) 2.1.2 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)</td>
<td>Resources:  - Workbook, pp. 63-64  - Transparencies 9, 34, 35  - Vocabulary Cards: holiday, custom  - Every Student Learns Guide, custom, pp. 106-109</td>
<td>2-R1.5 Demonstrate the ability to retell stories. 2-R1.6 Demonstrate the ability to recall details in texts.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> holiday custom</td>
<td></td>
<td></td>
<td>Meeting Individual Needs:  - ESL Support, TE p. 258  - Leveled Practice, TE p. 263a</td>
<td>2-C1.9 Demonstrate the ability to retell stories and event in logical order.</td>
</tr>
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</table>
| **Lesson 3:** Landmarks in Our Country | 3 days | 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)  
2.2.5 Compare the history and features of the local community with those of different communities around the world. (G)  
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) | Resources:  
- Workbook, p. 65  
- Vocabulary Cards: landmark  
- Every Student Learns Guide, pp. 110-113  
**Meeting Individual Needs:**  
- ESL Support, TE p. 266  
- Leveled Practice, TE p. 271a | 2-R1.5 Demonstrate the ability to **retell** stories.  
2-R1.6 Demonstrate the ability to recall details in texts.  
2-C1.9 Demonstrate the ability to **retell** stories and event in logical order. |
| **Vocabulary:** landmark |        |                                          |                                            |                                  |
| **Lesson 4:** A Step Back in Time | 2 days | 2.2.5 Compare the history and features of the local community with those of different communities around the world. (G)  
2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E) | Resources:  
- Workbook, pp. 66-67  
- Transparencies 8, 36  
- Vocabulary Cards: artifact, invention  
- Every Student Learns Guide, pp. 114-117  
**Meeting Individual Needs:**  
- ESL Support, TE p. 274  
- Leveled Practice, TE p. 277a | 2-R1.5 Demonstrate the ability to **retell** stories.  
2-R1.6 Demonstrate the ability to recall details in texts.  
2-C1.9 Demonstrate the ability to **retell** stories and event in logical order. |
<p>| <strong>Vocabulary:</strong> artifact invention |        |                                          |                                            |                                  |</p>
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</table>
| Lesson 5: Linking Our World | 2 days | **2.2.5** Compare the history and features of the local community with those of different communities around the world. (G) | **Resources:**  
- Workbook, 68  
- Vocabulary Cards: communication  
- Every Student Learns Guide, pp. 118-121  
**Meeting Individual Needs:**  
- ESL Support, TE p. 279  
- Leveled Practice, TE p. 283a | **2-R1.5** Demonstrate the ability to retell stories.  
**2-R1.6** Demonstrate the ability to recall details in texts.  
**2-C1.9** Demonstrate the ability to retell stories and event in logical order. |

**Vocabulary:** communication
## South Carolina Lesson Planner

**Scott Foresman Social Studies—South Carolina**

**Grade Three**

**Grade Three:** South Carolina  
**Unit 1:** Welcome to the Palmetto State  
**Chapter 1:** The Geography of South Carolina  

### Scott Foresman Social Studies Leveled Readers:

- **Below-Level**  
  The Places We Live

- **On-Level**  
  Why We Live Where We Live

- **Advanced**  
  Land and Water: How Geography Affects Our Communities

<table>
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</thead>
</table>
| **Lesson 1:** Explore South Carolina | 4 days | **3-1.1** Identify on a map the locations 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)  
**3-1.2** 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) | **Resources:**  
- Workbook, pp. 3, 4  
- Meeting Individual Needs:  
  - ESL Support, TE p. 11  
  - Learning Styles, TE p. 12  
  - Leveled Practice, TE pp. 14, 18 | **3-R1.8** Demonstrate the ability to summarize the main idea of a particular text.  
**3-R2.4** Continue summarizing the theme of a particular text.  
**3-C2.5** Demonstrate the ability to listen for main ideas.  
**3-RS3.1** Demonstrate the ability to organize and classify information by constructing categories. |
| **Places:** South Carolina Savannah River Columbia Charleston Sassafras Mountains Blue Ridge Mountain Range | **People:** Charles F. Bolden, Jr. | **Meeting Individual Needs:**  
- ESL Support, TE p. 11  
- Learning Styles, TE p. 12  
- Leveled Practice, TE pp. 14, 18 | **South Carolina Reading Standards:** |
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<td>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)</td>
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<tr>
<td>Vocabulary:</td>
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<td>landform</td>
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</table>
| Lesson 2: Geography      | 3 days | 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) | Resources:  
- Workbook, pp. 5, 6  
Meeting Individual Needs:  
- ESL Support, TE p. 21  
- Leveled Practice, TE pp. 23, 26 | 3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.  
3-R2.4 Continue summarizing the theme of a particular text.  
3-C2.5 Demonstrate the ability to listen for main ideas.  
3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories. |
<p>| Shapes Our Communities   |        |                                       |                                         |                                  |
| Places:                  |        |                                       |                                         |                                  |
| Sea Islands              |        |                                       |                                         |                                  |
| St. Helena Island        |        |                                       |                                         |                                  |
| Vocabulary:              |        |                                       |                                         |                                  |
| urban                    |        |                                       |                                         |                                  |
| community                |        |                                       |                                         |                                  |
| suburban                 |        |                                       |                                         |                                  |
| community                |        |                                       |                                         |                                  |
| rural community          |        |                                       |                                         |                                  |
| natural resource         |        |                                       |                                         |                                  |
| 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; | | | | |</p>
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<td>(continued) hydroelectric power culture</td>
<td>4 days</td>
<td>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)</td>
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</tbody>
</table>

**Lesson 3:**

**Natural South Carolina Places:** Congaree National Park Appalachian Mountains

**People:** Ernest Frederick “Fritz” Hollings

**Vocabulary:**
- climate
- precipitation
- ecosystem
- salt marsh
- swamp
- cove
- forest
- conservation

| 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) | Resources:
- Workbook, p. 7
- Meeting Individual Needs:
  - ESL Support, TE p. 29
  - Leveled Practice, TE p. 32 |

3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.

3-R2.4 Continue summarizing the theme of a particular text.

3-C2.5 Demonstrate the ability to listen for main ideas.

3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.
### Lesson Titles/Vocabulary

**Lesson 1:** The Blue Ridge and the Piedmont

**Places:**
- Blue Ridge Region
- Sassafras Mountains
- Piedmont Region
- Spartanburg

**Vocabulary:**
- region
- geographer
- monadnock
- generalization

### Pacing

3 days

### South Carolina Social Studies Standards

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)

### Scott Foresman Social Studies Unit Resources

- Workbook, pp. 10, 11
- ESL Support, TE p. 43
- Leveled Practice, TE pp. 47, 49

### South Carolina Reading Standards

3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

3-R2.11 Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.

3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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| **Lesson 2:**            | 3 days | 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) | **Resources:**  
  - Workbook, p. 12  
  - ESL Support, TE p. 51  
  - Leveled Practice, TE p. 53  
  - Learning Styles, TE p. 55 | 3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. |
| **Places:**             |        |                                        |                                             |                                  |
|  The Sandhills and the Inner Coastal Plain |        |                                        |                                             |                                  |
| **People:**              |        |                                        |                                             |                                  |
|  Evelyn Dabbs             |        |                                        |                                             |                                  |
| **Vocabulary:**          |        |                                        |                                             |                                  |
|  fossil                  |        |                                        |                                             |                                  |
|  fall line               |        |                                        |                                             |                                  |
|  canal                   |        |                                        |                                             |                                  |
|  plain                   |        |                                        |                                             |                                  |
|                         |        | 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) | **Meeting Individual Needs:**  
  - Workbook, p. 12  
  - ESL Support, TE p. 51  
  - Leveled Practice, TE p. 53  
  - Learning Styles, TE p. 55 |                                  |
<p>|                         |        | <strong>3-R1.16</strong> Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |                                  |
|                         |        | <strong>3-R2.11</strong> Continue comparing and contrasting <strong>settings</strong>, <strong>characters</strong>, events, and ideas in a variety of texts. |                                  |
|                         |        | <strong>3-C1.8</strong> Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |                                  |</p>
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<td>3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
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| Lesson 3: The Outer Coastal Plain and the Coastal Zone |        | 3-1.1 Identify on a map the locations 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) | Resources:  
- Workbook, p. 13  
Meeting Individual Needs:  
- Leveled Practice, TE pp. 59, 61  
- ESL Support, TE p. 64 | 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |
<p>| Places: Outer Coastal Plain Region Coastal Zone Region Myrtle Beach Ashley-Combahee-Edisto River System | 4 days | 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-R2.11 Continue comparing and contrasting <strong>settings</strong>, <strong>characters</strong>, events, and ideas in a variety of texts. |
| Vocabulary: tourism |        |                                          |                                             | 3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. | tributary barrier island erosion hurricane |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary (continued)</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
<td>3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
</tr>
</tbody>
</table>
### Lesson 1: The Cherokee
**Places:** Cherokee, North Carolina
**People:** Sequoyah

**Vocabulary:** government, council

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
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</tr>
</thead>
</table>
| Lesson 1: The Cherokee  | 4 days | 3-2.4 Compare the culture, governance, and geographic locations 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) | Resources:  
- Workbook, p. 18  
**Meeting Individual Needs:**  
- ESL Support, TE p. 87  
- Leveled Practice, TE p. 88  
- Learning Styles, TE p. 90 | 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
3-R2.11 Continue comparing and contrasting **settings**, **characters**, **events**, and ideas in a variety of texts.  
3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |

**Grade Three**: South Carolina  
**Unit 2**: South Carolina Long Ago  
**Chapter 3**: The First South Carolinians  
**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: A Whole New World  
- On-Level: Exploring a New World  
- Advanced: Adventure in the Americas
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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</tr>
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<td></td>
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<td></td>
<td>3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
</tr>
<tr>
<td>Lesson 2: The Catawba</td>
<td>2 days</td>
<td>3-2.4 Compare the culture, governance, and geographic locations 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)</td>
<td>Resources: ▪ Workbook, pp. 19, 20 Meeting Individual Needs: ▪ ESL Support, TE p. 97 ▪ Leveled Practice, TE p. 96</td>
<td>3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 3-R2.11 Continue comparing and contrasting settings, characters, events, and ideas in a variety of texts. 3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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</table>

| Places: Rock Hill, South Carolina | People: Hagler | Vocabulary: descendant, intermediate, direction, cardinal, directions, northeast, northwest, southeast, southwest, compass rose | | |

Grade Three 80
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
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<td></td>
<td><strong>3-C2.7</strong> Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
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</tr>
</tbody>
</table>
| **Lesson 3:** People of the Coast | 3 days | **3-2.4** Compare the culture, governance, and geographic locations 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) | Resources:  
  - Workbook, pp. 21, 22  
  - ESL Support, TE p. 101  
  - Leveled Practice, TE p. 103 | **3-R1.16** Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**3-R2.11** Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.  
**3-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
**3-C2.7** Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. |
| **Places:** Savannah River Combahee River |        |                                        | **3-R1.16** Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**3-R2.11** Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.  
**3-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
**3-C2.7** Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. | **Vocabulary:** midden mound | **3-R1.16** Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**3-R2.11** Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.  
**3-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
**3-C2.7** Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. |
### Lesson Titles/ Vocabulary

**Lesson 1:**
- European Explorers

**Places:**
- Grand Strand
- Cofitachequi
- Port Royal
- Hilton Head Island

**People:**
- Christopher Columbus
- Giovanni da Verrazano
- Hernando de Soto
- Lady of Cofitachequi
- William Hilton

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<tr>
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<th>South Carolina Social Studies Standards</th>
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<th>South Carolina Reading Standards</th>
</tr>
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</table>
| 4 days | **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) | **Resources:**
- Workbook, pp. 25, 26
- Meeting Individual Needs:
  - ESL Support, TE p. 114
  - Leveled Practice, TE pp. 113, 120
  - Learning Styles, TE p. 121 | **3-R1.16** Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |
<p>|        | <strong>3-2.2</strong> Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando DeSoto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G) | | <strong>3-R2.11</strong> Continue comparing and contrasting <strong>settings</strong>, <strong>characters</strong>, events, and ideas in a variety of texts. |
|        | <strong>3-2.3</strong> 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) | | <strong>3-C1.8</strong> Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |</p>
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<tbody>
<tr>
<td>(continued) Vocabulary: explorer time line decade century</td>
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<td></td>
<td>3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
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</table>
| **Lesson 2:** Early Settlements | 3 days | 3-2.5 Summarize the impact that the Europeans colonization of South Carolina had on Native Americans, including conflicts between the settlers and Native Americans. (H, G) | Resources:  
- Workbook, p. 27  
Meeting Individual Needs:  
- ESL Support, TE p. 126  
- Leveled Practice, TE p. 128 | 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |
<p>| <strong>Places:</strong> Port Royal Albemarle Point Charles Town Fort Prince George | | 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-R2.11 Continue comparing and contrasting settings, characters, events, and ideas in a variety of texts. |
| <strong>People:</strong> Lucas Vasquez de Ayllon Lord Anthony Ashley Cooper Henry Woodward Elizabeth Lucas Pinckney | | | | 3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |</p>
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<tr>
<td><strong>Vocabulary:</strong></td>
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<tr>
<td>proprietor</td>
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<td>colony</td>
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<td>indigo</td>
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<td><strong>Lesson 3:</strong></td>
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</table>
| **Slavery in South Carolina** | 2 days | 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 American 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 food; and African American acts of resistance against white authority. (H, E, P, G) | Resources:  
  - Workbook, p. 28  
  - ESL Support, TE p. 133  
  - Leveled Practice, TE pp. 134, 136 | 3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. |
| **Places:**              |        |                                        |                                             |                                 |
| West Indies             |        |                                        |                                             |                                 |
| **People:**             |        |                                        |                                             |                                 |
| William Sayle           |        |                                        |                                             |                                 |
| Cato                    |        |                                        |                                             |                                 |
| **Vocabulary:**         |        |                                        |                                             |                                 |
| slavery                 |        |                                        |                                             |                                 |
| plantation              |        |                                        |                                             |                                 |
| cash crop               |        |                                        |                                             |                                 |
| rebellion               |        |                                        |                                             |                                 |
### South Carolina Social Studies Standards

- 3-R1.9 Demonstrate the ability to draw conclusions and make inferences.

### Scott Foresman Social Studies Leveled Readers:
- Below-Level: Thomas Jefferson
- On-Level: Thomas Jefferson: A Man of Ideas
- Advanced: Starting America: Thomas Jefferson and His Writings

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 1: Colonial South Carolina | 3 days | 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) | Resources:  
  - Workbook, pp. 33, 34  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 156  
  - Leveled Practice, TE pp. 155, 161 | |
<p>| Places: Camden          |        |                                        |                                             | 3-R1.9 Demonstrate the ability to draw conclusions and make inferences. |
| Places: Francis Nicholson |       |                                        |                                             |                                |
| Vocabulary: immigrant export point of view |        |                                        |                                             |                                |</p>
<table>
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</tr>
</thead>
</table>
| Lesson 2: Early South Carolina Government | 4 days | 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) | Resources:  
- Workbook, p. 35  
Meeting Individual Needs:  
- ESL Support, TE p. 163  
- Leveled Practice, TE p. 165  
- Learning Styles, TE p. 171 | 3-R1.9 Demonstrate the ability to draw conclusions and make inferences. |
| Places: Boston, Massachusetts Charles Town Philadelphia, Pennsylvania | | | | |
| People: Gideon Gibson Christopher Gadsden | | | | |
| Vocabulary: tax boycott constitution | | | | |
Lesson | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
--- | --- | --- | --- | ---
Lesson 1: The American Revolution | 5 days | 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) | Resources: - Workbook, pp. 38, 39
Meeting Individual Needs: - ESL Support, TE p. 182
- Leveled Practice, TE p. 180 | 3-R1.9 Demonstrate the ability to draw conclusions and make inferences.

Places: Sullivan’s Island Philadelphia, Pennsylvania

People: George Washington William Moultrie Thomas Jefferson Francis Marion Rebecca Motte

Vocabulary: Patriot Loyalist declaration history map
### Lesson Titles/Vocabulary

**Lesson 2:** From Colony to State

**Places:**
- Charleston
- Columbia
- Philadelphia, Pennsylvania

**People:**
- John Rutledge
- Charles Pinckney
- Aedanus Burke

**Vocabulary:**
- ratify

**Terms:**
- Midlands Constitutional Convention

### Pacing

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2: From Colony to State</td>
<td>3 days</td>
</tr>
</tbody>
</table>

### South Carolina Social Studies Standards

- **3-3.3** 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)

### Scott Foresman Social Studies Unit Resources

**Resources:**
- Workbook, p. 40
- Meeting Individual Needs:
  - ESL Support, TE p. 191
  - Leveled Practice, TE p. 192
  - Learning Styles, TE p. 197

### South Carolina Reading Standards

- **3-R1.9** Demonstrate the ability to draw conclusions and make inferences.
**Lesson Titles/Vocabulary**

<table>
<thead>
<tr>
<th>Lesson 1: Life Before the Civil War</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Places: McConnells, Charleston      | 3 days | 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 enslaved African Americans. (H, E) | Resources:  
  - Workbook, pp. 45, 46  
  - ESL Support, TE p. 215  
  - Leveled Practice, TE p. 219 | 3-R1.11 Demonstrate the ability to determine cause and effect.  
3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.  
3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material. |
<p>| Vocabulary: merchant, overseer, yeoman farmer, artisan, map scale | | | | |</p>
<table>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| Lesson 2: Cotton and Slavery | 4 days | 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) | Resources:  
- Workbook, p. 47  
Meeting Individual Needs:  
- ESL Support, TE p. 223  
- Leveled Practice, TE pp. 224, 226 | 3-R1.11 Demonstrate the ability to determine cause and effect.  
3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.  
3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material. |

**Places:** Bishopville  
**People:** Eli Whitney, Sarah Grimke, Angelina Grimke, John C. Calhoun  
**Vocabulary:** abolitionist, compromise  
**Terms:** cotton gin, Underground Railroad, states' rights, Compromise of 1850, Fugitive Slave Law
<table>
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<tr>
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</table>
| **Lesson 3:** South Carolina Leaves the Union | 3 days | 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, E0 | Resources:  
- Workbook, p. 48  
**Meeting Individual Needs:**  
- ESL Support, TE p. 233  
- Leveled Practice, TE p. 234 | 3-R1.11 Demonstrate the ability to determine cause and effect.  
3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.  
3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material. |
| **Places:** Abbeville Columbia Charleston Fort Sumter | | | | |
| **People:** Abraham Lincoln Jefferson Davis Mary Chestnut | | | | |
| **Vocabulary:** secede | | | | |
| **Terms:** Confederate States of America | | | | |
| **Events:** Secession Convention | | | | |
### Lesson Titles/ Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: The War Between the States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places:</strong> Manassas, Virginia Columbia Appomattox Court House, Virginia</td>
</tr>
<tr>
<td><strong>People:</strong> Wade Hampton William T. Sherman Robert E. Lee Ulysses S. Grant</td>
</tr>
</tbody>
</table>

### Pacing

| 4 days |

### South Carolina Social Studies Standards

| 3.3.4 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) |

### Scott Foresman Social Studies Unit Resources

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook, pp. 51, 52</td>
</tr>
<tr>
<td>ESL Support, TE p. 245</td>
</tr>
<tr>
<td>Leveled Practice, TE p. 248</td>
</tr>
</tbody>
</table>

### South Carolina Reading Standards

<p>| 3-R1.11 Demonstrate the ability to determine cause and effect.  |
| 3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.  |
| 3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material.  |</p>
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<tr>
<td><strong>(continued)</strong> <strong>Vocabulary</strong>: blockade generalization cross-section diagram</td>
<td></td>
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<tr>
<td><strong>Events</strong>: First Battle of Manassas (Battle of Bull Run) Sherman's March</td>
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<tr>
<td><strong>Lesson 2</strong>: The Effects of War</td>
<td>3 days</td>
<td><strong>3.4.5</strong> 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)</td>
<td>Resources: ▪ Workbook, p. 53 <strong>Meeting Individual Needs:</strong> ▪ ESL Support, TE p. 255 ▪ Leveled Practice, TE p. 257</td>
<td>3-R1.11 Demonstrate the ability to determine cause and effect.</td>
</tr>
<tr>
<td><strong>Places</strong>: Beaufort</td>
<td></td>
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</tr>
<tr>
<td><strong>People</strong>: Oliver &quot;Otis&quot; Howard Robert Smalls</td>
<td></td>
<td><strong>3.4.6</strong> Explain how the Civil War affected South Carolina’s economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)</td>
<td></td>
<td>3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>: freedom sharecropper phosphate carpetbagger</td>
<td></td>
<td></td>
<td>3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material.</td>
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</table>
### Lesson Titles/Vocabulary (continued)

**Terms:**
- Emancipation Proclamation
- Freedman's Bureau
- truck farming

**Lesson 3:** Rebuilding South Carolina

**Places:**
- Washington, D.C.
- Columbia

**People:**
- Andrew Johnson
- Daniel E Sickles

**Vocabulary:**
- Reconstruction

**Terms:**
- black codes
- Constitution of 1868
- Compromise of 1877

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<tr>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| 3 days | 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) | Resources:  
- Workbook, p. 54  
- Meeting Individual Needs:  
  - ESL Support, TE p. 267  
  - Leveled Practice, TE p. 265 | 3-R1.11 Demonstrate the ability to determine cause and effect.  
3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama.  
3-C3.2 Demonstrate the ability to recognize details, setting, characters, and cause and effect in material from nonprint sources; begin analyzing details, character, setting, and cause and effect in such material. |

Grade Three
### Lesson 1:
**Life After Reconstruction**

**Places:**
- Columbia
- Graniteville

**People:**
- Wade Hampton
- William Gregg

**Vocabulary:**
- Outmigration

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 1: Life After Reconstruction | 3 days | 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) | Resources:
- Workbook, p. 60
- Meeting Individual Needs:
  - ESL Support, TE p. 289
  - Leveled Practice, TE p. 291
  - Learning Styles, p. 294 | 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.

3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic.
<table>
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<th>Lesson Titles/ Vocabulary</th>
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</tr>
</thead>
</table>
| Lesson 2: Daily Life     | 2 days | 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) | Resources:  
  - Workbook, pp. 61, 62  
  - Meeting Individual Needs:  
    - ESL Support, TE p. 298  
    - Leveled Practice, TE pp. 297, 300 | 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.  
3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. |
| Places: The Sea Islands  |        |                                        |                                            |                                 |
| People: Richard Greener  |        |                                        |                                            |                                 |
| Vocabulary: segregation map |       |                                        |                                            |                                 |
| Lesson 3: New Challenges | 4 days | 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) | Resources:  
  - Workbook, p. 63  
  - Meeting Individual Needs:  
    - ESL Support, TE p. 303  
    - Leveled Practice, TE pp. 307, 310 | 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.  
3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. |
| Places: Columbia         |        |                                        |                                            |                                 |
| People: Benjamin Tillman Thomas Clemson |        |                                        |                                            |                                 |
| Vocabulary: suffrage discrimination |       |                                        |                                            |                                 |
| Terms: Jim Crow Laws     |        | 3-5.2 Summarize the effects of the state and local laws that are commonly know as Jim Crow laws on African Americans in particular and on South Carolinians as a whole. (H, P, E, G) |                                            |                                 |
### Grade Three: South Carolina

#### Unit 5: Challenge and Changes

#### Chapter 10: South Carolina in the 1900s

**Scott Foresman Social Studies Leveled Readers:**
- **Below-Level**: It’s the Law
- **On-Level**: Making a Law
- **Advanced**: Law Making in the United States

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 1: A New Century**       | 3 days | 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) | Resources:  
  - Workbook, p. 66  
  Meeting Individual Needs:  
    - ESL Support, TE p. 317  
    - Leveled Practice, TE p. 321 | 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.  
3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. |

**Places:**
- Greenville
- Parris Island

**People:**
- Anita Pollitzer
- Richard I. Manning, III
- Woodrow Wilson

**Vocabulary:**
- suffragist
- reform
- neutral
- ration
<table>
<thead>
<tr>
<th><strong>Lesson Titles/Vocabulary</strong></th>
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</tr>
</thead>
</table>
| Lesson 2: Boom times, Hard Times | 3 days   | 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) | Resources:  
- Workbook, p. 67  
Meeting Individual Needs:  
- ESL Support, TE p. 325  
- Leveled Practice, TE p. 328 | 3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.  
3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. |
| Places: Myrtle Beach | | | | |
| People: Franklin D. Roosevelt  
Mary McLeod Bethune | | | | |
| Vocabulary: depression | | | | |
| Events: Great Depression  
World War II | | | | |
| Terms: Roaring Twenties  
New Deal  
Civilian Conservation Corps | | | | |
# Lesson 3: Civil Rights

**Places:**
- Clarendon County
- Rock Hill

**People:**
- Septima Poinsette Clark
- Dr. Martin Luther King, Jr.

**Vocabulary:**
- civil rights
- conflict
- mediator

**Terms:**
- Briggs v. Elliot
- Brown v. Brown
- of Education
- Civil Rights Act
- Voting Right Act

## Pacing

| 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 American’s right to vote. (P, H) |

## South Carolina Social Studies Standards

## Scott Foresman Social Studies Unit Resources

**Resources:**
- Workbook, pp. 68, 69
- Meeting Individual Needs:
  - ESL Support, TE p. 333
  - Leveled Practice, TE p. 336
  - Learning Styles, TE pp. 338, 340

## South Carolina Reading Standards

**3-R1.13** Demonstrate the ability to follow a logical sequence of written directions to complete a task.

**3-W1.2** Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic.
### Grade Three: South Carolina

**Unit 6:** South Carolina Today  
**Chapter 11:** South Carolina’s Economy

**Scott Foresman Social Studies Leveled Readers:**  
- **Below-Level** We Are Part of This Place  
- **On-Level** What It Means to Be a Citizen  
- **Advanced** A Citizen of the United States

<table>
<thead>
<tr>
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<th>Scott Foresman Social Studies Unit Resources</th>
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</tr>
</thead>
</table>
| Lesson 1: South Carolina’s Changing Economy | 5 days  | 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) | Resources:  
- Workbook, pp. 74, 75, 76  
- Meeting Individual Needs:  
  - ESL Support, TE p. 359  
  - Leveled Practice, TE pp. 360, 365, 366  
  - Learning Styles, TE p. 369 | 3-R1.4 Begin summarizing texts.  
3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.  
3-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.  
3-R2.4 Continue summarizing the theme of a particular text.  
3-C1.11 Demonstrate the ability to summarize conversations and discussions.  
3-C2.4 Demonstrate the ability to summarize conversations and discussions. |
<p>| Places: Spartanburg Myrtle Beach |  |  |  |  |
| People: Charles Townes |  |  |  |  |
| Vocabulary: demand supply manufacture technology latitude longitude |  |  |  |  |</p>
<table>
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</table>
| (continued)               |        | 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) | Resources:  
  - Workbook, p. 77  
  Meeting Individual Needs:  
    - ESL Support, TE p. 371  
    - Leveled Practice, TE p. 372 | 3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. |
| Lesson 2: The Economy Today | 2 days | 3-R1.4 Begin summarizing texts. | 3-R1.8 Demonstrate the ability to summarize the main idea of a particular text. | 3-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction. |
| Places: Gaffney Greenville |        | 3-R2.4 Continue summarizing the theme of a particular text. | 3-C1.11 Demonstrate the ability to summarize conversations and discussions. | 3-C2.4 Demonstrate the ability to summarize conversations and discussions. |
| Vocabulary: mineral kaolin service |        | 3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | 3-C3.3 |
**Lesson 1:** Governing South Carolina

**Places:**
- Washington, DC.
- Columbia

**People:**
- Strom Thurmond
- James F. Clyburn

**Vocabulary:**
- veto
- budget
- council
- administrator
- mayor

**Terms:**
- legislative branch
- executive branch
- judicial branch

**Pacing:** 3 days

**South Carolina Social Studies Standards:**

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)

**Resources:**
- Workbook, p. 80
- Meeting Individual Needs:
  - ESL Support, TE p. 381
  - Leveled Practice, TE p. 382

**Scott Foresman Social Studies Unit Resources**

**South Carolina Reading Standards**

3-R1.4 Begin summarizing texts.

3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.

3-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.

3-R2.4 Continue summarizing the theme of a particular text.

3-C1.11 Demonstrate the ability to summarize conversations and discussions.

3-C2.4 Demonstrate the ability to summarize conversations and discussions.

3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.
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</table>
| **Lesson 2:** Citizens of the United States | 4 days | 3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state and the nation. (P) | Resources:  
- Workbook, pp. 81, 82  
- Meeting Individual Needs:  
  - ESL Support, TE p. 389  
  - Leveled Practice, TE pp. 390, 392 | 3-R1.4 Begin summarizing texts.  
3-R1.8 Demonstrate the ability to summarize the main idea of a particular text.  
3-R2.3 Demonstrate the ability to identify the narrator's point of view in a work of fiction.  
3-R2.4 Continue summarizing the theme of a particular text.  
3-C1.11 Demonstrate the ability to summarize conversations and discussions.  
3-C2.4 Demonstrate the ability to summarize conversations and discussions.  
3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. |

Places: South Carolina  
People: Marian Wright Edelman  
Vocabulary: right, responsibility, periodicals, reference, books, Internet searches, Keyword
# South Carolina Lesson Planner

## Scott Foresman Social Studies—Building a Nation

### Grade Four

#### Overview: American People, American Land

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| **Lesson 1:** The American People | 2 days | 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) | Resources:  
- Workbook, pp. 4-5  
- Transparencies 1, 24  
- Every Student Learns Guide, pp. 2-5  
- Quick Study, pp. 2-3 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. |
| **Vocabulary:** culture ideals ethnic group census immigrants |        |                                          |                                             |                                  |

Grade Four—Building a Nation

Meeting Individual Needs:  
- Leveled Practice, TE p. 8  
- Learning Styles, TE p. 9  
- ESL Support, TE p. 10
<table>
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</table>
| **Lesson 2:** Government by the People | 1 day | 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) | Resources:  
- Workbook, p. 6  
- Transparency 1  
- Every Student Learns Guide, pp. 6-9  
- Quick Study, pp. 4-5  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 15  
- ESL Support, TE p. 16 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. |
| **People:** Abraham Lincoln John F. Kennedy | | | | |
| **Vocabulary:** democracy republic constitution citizen | | | | |

| **Lesson 3:** Free Enterprise | 2 days | 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) | Resources:  
- Workbook, p. 7  
- Transparency 1  
- Every Student Learns Guide, pp. 10-13  
- Quick Study, pp. 6-7  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 20  
- ESL Support, TE p. 21 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. |
<p>| <strong>People:</strong> Madam C. J. Walker Thomas Edison | | | | |
| <strong>Vocabulary:</strong> private property economy free enterprise profit supply demand export import consumer entrepreneur | | | | |</p>
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</table>
| Lesson 4: Land and Regions | 3 days | Reviews Grade 2 2.2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E) | Resources:  
  - Workbook, pp. 8-9  
  - Transparencies 3, 25  
  - Every Student Learns Guide, pp. 14-17  
  - Quick Study, pp. 8-9  
 Meeting Individual Needs:  
  - ESL Support, TE p. 28  
  - Leveled Practice, TE pp. 29, 32 | 4-R1.9 Demonstrate the ability to **summarize** and **paraphrase** the main idea of a particular text.  
 4-R2.4 Demonstrate the ability to **summarize** the theme of a particular text.  
 4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details. |

**Places:**  
Northeast  
Southeast  
Midwest  
Southwest  
West

**Vocabulary:**  
region  
geography  
agriculture  
irrigation  
climate  
precipitation  
interdependent  
elevation map  
elevation  
sea level
<table>
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</table>
| Lesson 5: Resources and the Environment | 2 days | Previews Grade 5 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) | Resources:  
- Workbook, p. 10  
- Transparency 1  
- Every Student Learns Guide, pp. 18-21  
- Quick Study, pp. 10-11  
Meeting Individual Needs:  
- ESL support, TE p. 35  
- Leveled Practice, TE pp. 36, 40 | 4-R1.9 Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.  
4-R2.4 Demonstrate the ability to **summarize** the **theme** of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details. |
| **Places:** Yellowstone National Park  
Mount McKinley  
Everglades National Park | | | | |
| **People:** Theodore Roosevelt  
Marjory Stoneman Douglas | | | | |
| **Vocabulary:** natural resource  
mineral  
fossil fuel  
renewable resource  
nonrenewable resource  
conservation  
environment pollution | | | | |
### Lesson Titles/Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: Migration to the Americas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places:</strong> Bering Strait</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Ice Age glacier migrate theory artifact archaeologist climograph</td>
</tr>
</tbody>
</table>

### Pacing

2 days

### South Carolina Social Studies Standards

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

### Scott Foresman Social Studies Unit Resources

- **Resources:**
  - Workbook, pp. 15, 16
  - Transparencies 6, 26, 27
  - Every Student Learns Guide, pp. 22-25
  - Quick Study, pp. 12-13

- **Meeting Individual Needs:**
  - ESL Support, TE p. 55
  - Leveled Practice, TE p. 56

### South Carolina Reading Standards

- 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.
- 4-R2.4 Demonstrate the ability to summarize the theme of a particular text.
- 4-W1.6.2 Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.
- 4-C1.11 Demonstrate the ability to summarize conversations and discussions.
- 4-C2.3 Demonstrate the ability to summarize conversations and discussions.
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</tbody>
</table>
| **Lesson 2:** Early American Cultures |        | 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) | Resources:  
  - Workbook, p. 17  
  - Transparencies 6, 28  
  - Every Student Learns Guide, pp. 26-29  
  - Quick Study, pp. 14-15  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 61  
  - Learning Styles, TE p. 62  
  - ESL Support, TE p. 63 | 4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.  
  
4-RS2.5 Begin summarizing the information that he or she has gathered.  

| Places: Cahokia Four Corners Mesa Verde | 2 days | | | |
| Vocabulary: ceremony mesa drought | | | | |
| People: Nampeyo | | | | |

**Lesson 2:** Early American Cultures

Places:
- Cahokia
- Four Corners
- Mesa Verde

Vocabulary:
- ceremony
- mesa
- drought

People:
- Nampeyo

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)

Resources:
- Workbook, p. 17
- Transparencies 6, 28
- Every Student Learns Guide, pp. 26-29
- Quick Study, pp. 14-15

**Meeting Individual Needs:**
- Leveled Practice, TE p. 61
- Learning Styles, TE p. 62
- ESL Support, TE p. 63

4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.

4-R2.4 Demonstrate the ability to summarize the theme of a particular text.

4-W1.6.2 Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.

4-C1.11 Demonstrate the ability to summarize conversations and discussions.

4-C2.3 Demonstrate the ability to summarize conversations and discussions.
## Lesson Titles/Vocabulary

| Lesson 3: The Rise of Empires  
| **Places:**  
| Valley of Mexico  
| Tenochtitlan  
| Cuzco  
| Vocabulary: civilization surplus specialize pyramid |

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</tr>
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</table>
| 2 days | Previews Grade 6  
| 6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P)  
| Resources:  
| - Workbook, p. 18  
| - Transparencies 6, 29  
| - Every Student Learns Guide, pp. 30-33  
| - Quick Study, pp. 16-17  
| Meeting Individual Needs:  
| - ESL Support, TE p. 67  
| - Leveled Practice, TE p. 68 |

### South Carolina Reading Standards

- **4-C3.3** Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.

- **4-RS2.5** Begin **summarizing** the information that he or she has gathered.

- **4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.

- **4-R2.4** Demonstrate the ability to **summarize** the **theme** of a particular text.

- **4-W1.6.2** Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.

- **4-C1.11** Demonstrate the ability to **summarize** conversations and discussions.

- **4-C2.3** Demonstrate the ability to **summarize** conversations and discussions.
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</tr>
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<td>4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.</td>
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<td>4-RS2.5 Begin summarizing the information that he or she has gathered.</td>
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## Lesson Titles/ Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: The Eastern Woodlands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places:</strong> Iroquois Trail Eastern Woodlands cultural region</td>
</tr>
<tr>
<td><strong>People:</strong> Deganawidah Hiawatha</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> tribe league cultural region longhouse wampum reservation</td>
</tr>
</tbody>
</table>

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<td>2 days</td>
<td>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)</td>
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</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>Workbook, p. 21</td>
</tr>
<tr>
<td>Transparency 6</td>
</tr>
<tr>
<td>Every Student Learns Guide, pp. 34-37</td>
</tr>
<tr>
<td>Quick Study, pp. 18-19</td>
</tr>
</tbody>
</table>

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>ESL Support, TE p. 77</td>
</tr>
<tr>
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</tr>
<tr>
<td>Learning Styles, TE p. 79</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4-R1.9 Demonstrate the ability to <strong>summarize</strong> and <strong>paraphrase</strong> the main idea of a particular text.</td>
</tr>
<tr>
<td>4-R2.4 Demonstrate the ability to <strong>summarize</strong> the theme of a particular text.</td>
</tr>
<tr>
<td>4-W1.6.2 Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.</td>
</tr>
<tr>
<td>4-C1.11 Demonstrate the ability to <strong>summarize</strong> conversations and discussions.</td>
</tr>
<tr>
<td>4-C2.3 Demonstrate the ability to <strong>summarize</strong> conversations and discussions.</td>
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<tr>
<td>Lesson Titles/ Vocabulary</td>
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</tbody>
</table>
| Lesson 2: The Great Plains | 2 days | 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) | Resources:  
  - Workbook, pp. 22, 23  
  - Transparency 21  
  - Every Student Learns Guide, pp. 38-41  
  - Quick Study, pp. 20-21  
  Meeting Individual Needs:  
    - ESL Support, TE p. 83  
    - Leveled Practice, TE p. 84 | 4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.  
4-RS2.5 Begin summarizing the information that he or she has gathered. |
| Places: Great Plains Cultural region Lame Deer, Montana |        |                                        |                                             |                                  |
| Vocabulary: lodge tepee travois powwow research Internet Web site search engine |        |                                        |                                             |                                  |

Grade Four 113
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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</table>
| **Lesson 3: The Southwest Desert** | 2 days | **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) | Resources:  
  - Workbook, p. 24  
  - Transparency 1  
  - Every Student Learns Guide, pp. 42-45  
  - Quick Study, pp. 22-23  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 89  
  - Leveled Practice, TE p. 90 | **4-C3.3** Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.  
**4-RS2.5** Begin **summarizing** the information that he or she has gathered. |
| **Places:** Southwest Desert  
**cultural region**  
Oraibi | | | | |
| **Vocabulary:** pueblo | | | | |

Grade Four 114
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| **Lesson 4:**            | 1 day  | **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) | **Resources:**  
  - Workbook, p.25  
  - Transparency 23  
  - Every Student Learns Guide, pp. 46-49  
  - Quick Study, pp. 24-25  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 95  
  - Leveled Practice, TE p. 96 | **4-C3.3** Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources.**  
**4-RS2.5** Begin **summarizing** the information that he or she has gathered.  
**4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the main **idea** of a particular text.  
**4-R2.4** Demonstrate the ability to **summarize** the theme of a particular text.  
**4-W1.6.2** Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.  
**4-C1.11** Demonstrate the ability to **summarize** conversations and discussions. |
<p>| <strong>Places:</strong>              |        |                                        |                                             |                                  |
| Northwest Coast          |        |                                        |                                             |                                  |
| cultural region          |        |                                        |                                             |                                  |
| Vancouver Island         |        |                                        |                                             |                                  |
| <strong>Vocabulary:</strong>          |        |                                        |                                             |                                  |
| potlatch                 |        |                                        |                                             |                                  |
| totem pole               |        |                                        |                                             |                                  |
| shaman                   |        |                                        |                                             |                                  |</p>
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<td>4-C2.3 Demonstrate the ability to summarize conversations and discussions.</td>
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<td>4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.</td>
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<td></td>
<td>4-RS2.5 Begin summarizing the information that he or she has gathered.</td>
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</tbody>
</table>
### Lesson Titles/ Vocabulary

#### Lesson 1:
- Title: Traveling Asia’s Silk Road
- Places:
  - Venice
  - Shangdu
  - Silk Road
- People:
  - Marco Polo
  - Kublai Khan
  - Zheng He
- Vocabulary:
  - emperor
  - magnetic compass

#### Pacing

1 day

#### South Carolina Social Studies Standards

**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)

#### Previews Grade 6

**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)

#### Scott Foresman Social Studies Unit Resources

- **Resources:**
  - Workbook, p. 28
  - Transparencies 6, 30
  - Every Student Learns Guide, pp. 50-53
  - Quick Study, pp. 26-27

- **Meeting Individual Needs:**
  - ESL Support, TE p. 103
  - Leveled Practice, TE p. 104

#### South Carolina Reading Standards

**4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the main idea of a particular text.

**4-R2.4** Demonstrate the ability to **summarize** the theme of a particular text.

**4-W1.6.2** Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.

**4-C1.11** Demonstrate the ability to **summarize** conversations and discussions.

**4-C2.3** Demonstrate the ability to **summarize** conversations and discussions.
<table>
<thead>
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<th>Lesson Titles/ Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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<tr>
<td><strong>Lesson 2:</strong> Africa’s Trading Empires</td>
<td>1 day</td>
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<tr>
<td><strong>Places:</strong></td>
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<td>Sahara</td>
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<td>Ghana</td>
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<td>Timbuktu</td>
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<td>Mali</td>
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<tr>
<td><strong>People:</strong></td>
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<tr>
<td>Mansa Musa</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
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<td>caravan</td>
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<td>pilgrimage</td>
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<tr>
<td>astrolabe</td>
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| **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) | Resources:  
- Workbook, p. 29  
- Transparencies 9, 31  
- Every Student Learns Guide, pp. 54-57  
- Quick Study, pp. 28-29  
**Meeting Individual Needs:**  
- ESL Support, TE p. 107  
- Leveled Practice, TE p. 108 | 4-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.  
4-RS2.5 Begin **summarizing** the information that he or she has gathered. |
| **4-R1.9** Demonstrate the ability to **summarize and paraphrase** the main idea of a particular text. | 4-R2.4 Demonstrate the ability to **summarize** the theme of a particular text. | 4-W1.6.2 Demonstrate the ability to use the internet with teacher guidance and support to communicate with others. | 4-C1.11 Demonstrate the ability to **summarize** conversations and discussions. |
| **4-C2.3** Demonstrate the ability to **summarize** conversations and discussions. | | | | |

Grade Four 118
<table>
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<tr>
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</table>
| **Lesson 3:** European Explorers | 2 days | 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) | Resources:  
- Workbook, pp. 30, 31  
- Transparencies 23, 32  
- Every Student Learns Guide, pp. 58-61  
- Quick Study, pp. 30-31  
Meeting Individual Needs:  
- Leveled Practice, TE p. 111  
- Learning Styles, TE p. 113  
- ESL Support, TE p. 114 | 4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.  
4-RS2.5 Begin summarizing the information that he or she has gathered. |
| **Places:** Greenland Vinland Portugal Cape of Good Hope |        |                                        |                                             |                                  |
| **People:** Eric the Red Leif Ericsson Johann Gutenberg Prince Henry Bartolomeu Dias Vasco da Gama |        |                                        |                                             |                                  |

**4-W1.6.2** Demonstrate the ability to use the internet with teacher guidance and support to communicate with others.
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<tbody>
<tr>
<td>Vocabulary: saga</td>
<td></td>
<td>Ferdinand Magellan, Henry Hudson, John Cabot, and Robert La Salle. (H, E)</td>
<td></td>
<td>4-C2.3 Demonstrate the ability to summarize conversations and discussions.</td>
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</tbody>
</table>
| Lesson 1: The Voyages of Columbus | 2 days | **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) | Resources:  
- Workbook, pp. 36, 37  
- Transparencies 11, 33  
- Every Student Learns Guide, pp. 62-65  
- Quick Study, pp. 32-33  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 135  
- Learning Styles, TE p. 141  
- ESL Support, TE p. 138 | **4-R1.13** Demonstrate the ability to distinguish between fact and opinion.  
**4-R1.15** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.  
**4-W1.2** Demonstrate the ability to plan for audience and purpose and to generate drafts using a logical progression of ideas to develop a specific topic. |
| People: Christopher Columbus  
King Ferdinand  
Queen Isabella  
Amerigo Vespucci  
Vasco Nunez de Balboa  
Ferdinand Magellan | | | | |
| Places: Bahama Islands  
West Indies | | | | |
### Lesson Titles/Vocabulary

- **Vocabulary:**
  - expedition
  - colony
  - Columbia
  - Exchange
  - latitude
  - longitude
  - meridian
  - grid
  - prime meridian

### South Carolina Social Studies Standards

- 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)

### Scott Foresman Social Studies Unit Resources

### South Carolina Reading Standards

- **4-C2.5** Demonstrate the ability to distinguish between fact and opinion.
- **4-C3.4** Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.
- **4-RS3.1** Demonstrate the ability to organize and classify information by categorizing; begin to sequence information.

### Lesson 2: Different Worlds Collide

- **Places:**
  - Tenochtitlan
  - New Spain
  - Mexico City
  - Cuzco
  - Lima

- **People:**
  - Moctezuma
  - Hernando Cortes
  - Dona Marina
  - Francisco Pizarro
  - Atahualpa

### Pacing

- 1 day

### 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)

### Resources:

- Workbook, p. 38
- Transparency 10
- Every Student Learns Guide, pp. 66-69
- Quick Study, pp. 34-35
- Leveled Practice, TE p. 145

### Meeting Individual Needs:

- ESL Support, TE, p. 143
- Leveled Practice, TE p. 145

### 4-R1.13 Demonstrate the ability to distinguish between fact and opinion.

### 4-R1.15 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
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<tbody>
<tr>
<td>(continued) Vocabulary: conquistadorally conquest convert colonist</td>
<td>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 La Salle.(H, E)</td>
<td>4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts using a logical progression of ideas to develop a specific topic. 4-C2.5 Demonstrate the ability to distinguish between fact and opinion. 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed. 4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin to sequence information.</td>
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Grade Four  
123
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<tbody>
<tr>
<td>Lesson 3: Life in New Spain</td>
<td>2 days</td>
<td>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 La Salle. (H, E)</td>
<td>Resources:</td>
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<td></td>
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<td>▪ Workbook, p. 39</td>
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<td>▪ Transparency 10</td>
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<td>▪ Every Student Learns Guide, pp. 70-73</td>
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<td>▪ Quick Study, pp. 36-37</td>
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<tr>
<td>Places: Hispaniola</td>
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<tr>
<td>People: Hernando de Soto</td>
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<tr>
<td>Esteban</td>
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<td>Alvar Nunez</td>
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<td>Cabeza de Vaca</td>
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<td>Francisco Vasquez de Coronado</td>
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<td>Juan Ponce de Leon</td>
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<td>Bartolome de Las Casas</td>
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<tr>
<td>Vocabulary: society</td>
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<td>plantation encomienda</td>
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<td>missionary mission</td>
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<tr>
<td>4-R1.13 Demonstrate the ability to distinguish between fact and opinion.</td>
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<td>4-R1.15 Demonstrate the ability to use <strong>graphic representations</strong> such as charts, graphs, pictures, and <strong>graphic organizers</strong> as information sources and as a means of organizing information and events logically.</td>
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<td>4-W1.2 Demonstrate the ability to plan for <strong>audience</strong> and <strong>purpose</strong> and to generate drafts using a logical progression of ideas to develop a specific topic.</td>
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<td>4-C2.5 Demonstrate the ability to distinguish between fact and opinion.</td>
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<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.</td>
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<td>4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin to sequence information.</td>
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</table>
| **Lesson 1:** Hard Times in Virginia | 2 days | 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) | Resources:  
  - Workbook, p. 42  
  - Transparency 13  
  - Every Student Learns Guide, pp. 74-77  
  - Quick Study, pp. 38-39 | 4-R1.13 Demonstrate the ability to distinguish between fact and opinion. |
| **Places:** Roanoke Island Virginia Jamestown | | 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) | **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 160  
  - Learning Styles, TE p. 157  
  - ESL Support, TE p. 157 | **4-R1.15** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. |
| **People:** Queen Elizabeth I Walter Raleigh John White Francis Drake King James I John Smith Chief Powhatan Pocahontas John Rolfe | | | | **4-W1.2** Demonstrate the ability to plan for audience and purpose and to generate drafts using a logical progression of ideas to develop a specific topic. |
### Vocabulary:
- charter
- stock
- cash crop
- indentured servant
- House of Burgesses

### South Carolina Social Studies Standards

<table>
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<td>(continued)</td>
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<td>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)</td>
<td>4-C2.5 Demonstrate the ability to distinguish between fact and opinion.</td>
<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.</td>
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</tbody>
</table>
| Lesson 2: New European Colonies | 1 day | 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 La Salle. (H, E) | Resources:  
  - Workbook, p. 43  
  - Transparency 20  
  - Every Student Learns Guide, pp. 78-81  
  - Quick Study, pp. 40-41  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 165  
  - ESL Support, TE p. 166 | 4-R1.13 Demonstrate the ability to distinguish between fact and opinion.  
4-R1.15 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically. |

**Places:**  
- Quebec  
- St. Lawrence River  
- New France  
- Hudson River  
- New Netherland  
- New Amsterdam
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<tr>
<td>People: Samuel de Champlain Henry Hudson</td>
<td>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)</td>
<td>4-W1.2 Demonstrate the ability to plan for <strong>audience</strong> and <strong>purpose</strong> and to generate drafts using a logical progression of ideas to develop a specific topic.</td>
<td>4-C2.5 Demonstrate the ability to distinguish between fact and opinion.</td>
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<tr>
<td>Vocabulary: Northwest Passage</td>
<td>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)</td>
<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.</td>
<td>4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin to sequence information.</td>
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| Lesson 3: The First Colonies | 2 days | 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) | Resources:  
- Workbook, pp. 44, 45  
- Transparency 13  
- Every Student Learns Guide, pp. 82-85  
- Quick Study, pp. 42-43  
**Meeting Individual Needs:**  
- ESL Support, TE p. 169  
- Leveled Practice, TE p. 174 | 4-R1.13 Demonstrate the ability to distinguish between fact and opinion. |
<p>| Places: New England Plymouth Massachusetts Bay Colony Boston |          | 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-R1.15 Demonstrate the ability to use <strong>graphic representations</strong> such as charts, graphs, pictures, and <strong>graphic organizers</strong> as information sources and as a means of organizing information and events logically. |
| People: William Bradford Samoset Squanto Massasoit John Winthrop |          | | | 4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts using a logical progression of ideas to develop a specific topic. |
| Vocabulary: Pilgrim Separatist persecution Mayflower Compact Puritan fact opinion | | | | 4-C2.5 Demonstrate the ability to distinguish between fact and opinion. |
| | | | | 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed. |</p>
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<td><strong>Lesson 4:</strong></td>
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<td>The 13 English Colonies</td>
<td>3 days</td>
<td>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)</td>
<td><strong>Resources:</strong>&lt;br&gt;• Workbook, p. 46&lt;br&gt;• Transparencies 13, 34&lt;br&gt;• Every Student Learns Guide, pp. 86-89&lt;br&gt;• Quick Study, pp. 44-45&lt;br&gt;<strong>Meeting Individual Needs:</strong>&lt;br&gt;• Leveled Practice, TE p. 178&lt;br&gt;• ESL Support, TE p. 181</td>
<td>4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin to sequence information.</td>
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<td>New England Colonies</td>
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<td>Middle Colonies</td>
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<td>Southern Colonies</td>
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<tr>
<td><strong>People:</strong></td>
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<td>Roger Williams</td>
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<td>Thomas Hooker</td>
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<td>William Penn</td>
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<td>James Oglethorpe</td>
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<td>Tomochichi</td>
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<td><strong>Vocabulary:</strong></td>
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<td>dissenter</td>
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<td>debtor</td>
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4-R1.13 Demonstrate the ability to distinguish between fact and opinion.

4-R1.15 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.

4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts using a logical progression of ideas to develop a specific topic.

4-C2.5 Demonstrate the ability to distinguish between fact and opinion.

4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.
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| Lesson 1: Working and Trading | 2 days | 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) | Resources:  
- Workbook, pp. 51, 52  
- Transparencies 13, 35  
- Every Student Learns Guide, pp. 90-93  
- Quick Study, pp. 46-47  
Meeting Individual Needs:  
- Leveled Practice, TE p. 203  
- EL Support, TE p. 207 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
<p>| Places: Charleston West Africa West Indies | | 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) | | |</p>
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| Lesson 2: Cities, Towns, and Farms | 2 days | 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) | Resources:  
- Workbook, p. 53  
- Transparency 13  
- Every Student Learns Guide, pp. 94-97  
- Quick Study, pp. 48-49  
Meeting Individual Needs:  
- Leveled Practice, TE p. 211  
- ESL Support, TE p. 214 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.  
4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed. |
<p>| Places: Philadelphia |        |                                        |                                             |                                  |
| People: Benjamin Franklin Eliza Lucas Pinckney |        |                                        |                                             |                                  |
| Vocabulary: self-sufficient town common |        |                                        |                                             |                                  |</p>
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**Lesson 3:**
**Everyday Life in the Colonies**

**Places:**
- Boston
- Williamsburg
- Newport

**People:**
- George Washington
- George Whitefield
- John Peter Zenger

**Vocabulary:**
- Great Awakening
- almanac

**Pacing:** 2 days

**4-C3.5** Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.

**4-C3.6** Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.

**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)

**Resources:**
- Workbook, p. 54
- Transparency 13
- Every Student Learns Guide, pp. 98-101
- Quick Study, pp. 50-51

**Meeting Individual Needs:**
- Leveled Practice, TE p. 217
- ESL Support, TE p. 220

**4-R1.18** Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

**4-R2.11** Demonstrate the ability to compare and contrast **settings, characters,** events and ideas in a variety of texts.

**4-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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<td>4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
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<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed.</td>
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| **Lesson 4: Slavery in the Colonies** | 1 day | 4-2.7 Explain how conflict 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) | Resources:  
- Workbook, p. 55  
- Transparencies 13, 36  
- Every Student Learns Guide, pp. 102-105  
- Quick Study, pp. 52-53  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 225  
- ESL Support, TE p. 226 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. |
<p>| <strong>People:</strong> Venture Smith Olaudah Equiano | | | | |
| <strong>Vocabulary:</strong> Stono Rebellion | | | | |</p>
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Lesson | Titles/ Vocabulary | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
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Lesson 1: The Spanish Move North | 2 days | 4-2.7 Explain how conflict 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) | Resources:  
- Workbook, p. 58  
- Transparencies 14, 37  
- Every Student Learns Guide, pp. 106-109  
- Quick Study, pp. 54-55 | Meeting Individual Needs:  
- Leveled Practice, TE p. 234  
- ESL Support, TE p. 235 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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| **Lesson 2:** French Explore the Mississippi **Places:** Mississippi River Louisiana New Orleans **People:** Jacques Marquette Louis Jolliet Robert La Salle **Vocabulary:** trading post tributary small-scale map large-scale map | 2 days | **4-2.7** Explain how conflict 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) | **Resources:**  
- Workbook, pp. 59, 60  
- Transparencies 10, 38, 39  
- Every Student Learns Guide, pp. 110-113  
- Quick Study, pp. 56-57  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 242  
- ESL Support, TE p. 243 | **4-R1.18** Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**4-R2.11** Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
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**4-C2.5** Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.  
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| **Lesson 3: The French and Indian War** | 2 days | 4-2.7 Explain how conflict 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) | Resources:  
  - Workbook, p. 61  
  - Transparencies 20, 40  
  - Every Student Learns Guide, pp. 114-117  
  - Quick Study, pp. 58-59  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 250  
  - ESL Support, TE p. 249 | 4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.  
4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources. |
| **Places:** Fort Necessity Ohio River valley  
Fort Duquesne Quebec  
Vocabulary: King Philip’s War  
backcountry  
French and Indian War |        |                                        |                                              |                                   |
| **Lesson 3: The French and Indian War** | 2 days | 4-2.7 Explain how conflict 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) | Resources:  
  - Workbook, p. 61  
  - Transparencies 20, 40  
  - Every Student Learns Guide, pp. 114-117  
  - Quick Study, pp. 58-59  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 250  
  - ESL Support, TE p. 249 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
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<td>(continued) Pontiac’s Rebellion Proclamation of 1763</td>
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<td>4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.</td>
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<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed.</td>
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<td>4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.</td>
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<td>4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.</td>
</tr>
</tbody>
</table>
Lesson Titles/ Vocabulary

Lesson 1: Trouble over Taxes

Places: Williamsburg, Virginia  
New York City, New York  
Boston, Massachusetts

People: King George III  
Patrick Henry  
Samuel Adams  
Mercy Otis Warren

Vocabulary: Parliament  
Stamp Act  
repeal

Pacing  

2 days

South Carolina Social Studies Standards

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)

4-3.2 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)

Scott Foresman Social Studies Unit Resources

Resources:
- Workbook, p. 66
- Transparency 20
- Every Student Learns Guide, pp. 118-121
- Quick Study, pp. 60-61

Meeting Individual Needs:
- Leveled Practice, TE p. 269
- ESL Support, TE p. 271

South Carolina Reading Standards

4-R1.12 Demonstrate the ability to determine cause and effect.
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sons of Liberty</td>
<td>3 days</td>
<td>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)</td>
<td>Resources: ▪ Workbook, pp. 67, 68 ▪ Transparency 21 ▪ Every Student Learns Guide, pp. 122-125 ▪ Quick Study, pp. 62-63 4-R1.12 Demonstrate the ability to determine cause and effect.</td>
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<td>Townshend Acts</td>
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<td>boycott</td>
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<td>Daughters of Liberty</td>
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<td>Lesson 2: The Colonists Rebel</td>
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<tr>
<td>Places:</td>
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<tr>
<td>Boston, Massachusetts</td>
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<td>Philadelphia, Pennsylvania</td>
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<td>Richmond, Virginia</td>
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<td>People:</td>
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<tr>
<td>Crispus Attucks</td>
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<td>John Adams</td>
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<tr>
<td>Paul Revere</td>
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<td>Thomas Gage</td>
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<td>George Washington</td>
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<td>Lesson Titles/Vocabulary (continued)</td>
<td>Pacing</td>
<td>South Carolina Social Studies Standards</td>
<td>Scott Foresman Social Studies Unit Resources</td>
<td>South Carolina Reading Standards</td>
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<tr>
<td><strong>Vocabulary:</strong> Boston Massacre Committee of Correspondence Tea Act Boston Tea Party Intolerable Acts Patriots Loyalists First Continental Congress militia minutemen primary source</td>
<td>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)</td>
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<td><strong>South Carolina Reading Standards</strong></td>
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</tbody>
</table>
| **Lesson 3: The Revolution Begins** | 2 days | **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) | **Resources:**  
- Workbook, p. 69  
- Transparencies 16, 41, 42  
- Every Student Learns Guide, pp. 126-129  
- Quick Study, pp. 64-65 | **4-R1.12** Demonstrate the ability to determine cause and effect. |
| **Places:** Concord, Massachusetts Lexington, Massachusetts Charlestown, Massachusetts | | **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) | **Meeting Individual Needs:**  
- Leveled Practice, TE p. 287  
- ESL Support, TE p. 288 | |
| **People:** John Hancock William Dawes Samuel Prescott John Parker William Prescott | | | | |
| **Vocabulary:** American Revolution Battle of Bunker Hill | | | | |
### Lesson Titles/ Vocabulary

#### Lesson 1: Declaring Independence
- **Places:** Philadelphia, Pennsylvania
- **People:**
  - John Adams
  - George Washington
  - John Hancock
  - Thomas Paine
  - Richard Henry Lee
  - Thomas Jefferson

#### Pacing
- 2 days

#### South Carolina Social Studies Standards
- **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)

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

#### Scott Foresman Social Studies Unit Resources
- **Resources:**
  - Workbook, p. 72
  - Transparency 20
  - Every Student Learns Guide, pp. 130-133
  - Quick Study, pp. 66-67

#### Meeting Individual Needs:
- **Leveled Practice, TE p. 297**
- **ESL Support, TE p. 299**

#### South Carolina Reading Standards
- **4-R1.12** Demonstrate the ability to determine cause and effect.
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| (continued) Vocabulary:  |        | 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) | Resources:  
  - Workbook, p. 73  
  - Transparency 10, 43  
  - Every Student Learns Guide, pp. 134-137  
  - Quick Study, pp. 68-69  
  Meeting Individual Needs:  
  - ESL Support, TE p. 305  
  - Leveled Practice, TE p. 306  
  - Learning Styles, TE p. 308 | 4-R1.12 Demonstrate the ability to determine cause and effect. |
| Second Continental        | 3 days | 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) | | |
| Congress                  |        | | | |
| Continental Army         |        | | | |
| Olive Branch Petition    |        | | | |
| Declaration of Independence traitor | | | | |
| Lesson 2: Patriots at War |        | | | |
| Places:                  |        | | | |
| Fort                     |        | | | |
| Ticonderoga              |        | | | |
| Trenton, New Jersey      |        | | | |
| Saratoga, New York       |        | | | |
| Valley Forge, Pennsylvania |      | | | |
| People:                  |        | | | |
| Ethan Allen              |        | | | |
| Henry Knox               |        | | | |
| Nathan Hale              |        | | | |
| John Burgoyne            |        | | | |
|                        |        | | | |
|                        |        | | | |

Grade Four 148
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thaddeus Kosciusko</td>
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<td>Benedict Arnold</td>
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<td>Peter Salem</td>
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<td>James Armistead</td>
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<td>Prince Hall Martha</td>
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<td>Washington</td>
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<td>Mary Ludwig Hays</td>
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<tr>
<td>Deborah Sampson</td>
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<td>Phillis Wheatley</td>
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<tr>
<td>Vocabulary:</td>
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<tr>
<td>Green Mountain Boys</td>
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<td>mercenary Battle of Saratoga</td>
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Grade Four

149
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 3: The World Turned Upside Down | 2 days | **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) | Resources:  
- Workbook, pp. 74, 75  
- Transparencies 23, 44  
- Every Student Learns Guide, pp. 138-141  
- Quick Study, pp. 70-71 | **4-R1.12** Demonstrate the ability to determine cause and effect. |
| **Places:** Savannah, Georgia  
Fort Vincennes  
Yorktown, Virginia | | **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) | Meeting Individual Needs:  
- Leveled Practice, TE p. 315  
- ESL Support, TE p. 318 |
| **People:** Friedrich von Stueben  
Marquis de Lafayette  
Bernardo de Galvez  
Francis Marion  
George Rogers Clark  
John Paul Jones  
Nathanael Greene  
Charles Cornwallis | | | |
| **Vocabulary:** Treaty of Paris  
generalization | | | |
# Lesson Titles/Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: A Weak Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places:</strong> Springfield, Massachusetts Northwest Territory</td>
</tr>
<tr>
<td><strong>People:</strong> Daniel Shays</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Articles of Confederation ratify legislative branch judicial branch inflation Shays’ Rebellion Northwest Ordinance</td>
</tr>
</tbody>
</table>

## Pacing

- **2 days**

### South Carolina Social Studies Standards

- **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)**

### Scott Foresman Social Studies Unit Resources

- **Resources:**
  - Workbook, p. 80
  - Transparencies 23, 45
  - Every Student Learns Guide, pp. 142-145
  - Quick Study, pp. 72-73

### South Carolina Reading Standards

- **4-R1.10 Demonstrate the ability to draw conclusions and make inferences.**
- **4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.**
- **4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.**
- **4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.**
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2:</strong> Debate in Philadelphia</td>
<td>2 days</td>
<td><strong>4-4.1</strong> 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)</td>
<td><strong>Resources:</strong></td>
<td><strong>4-R1.10</strong> Demonstrate the ability to draw conclusions and make inferences.</td>
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<tr>
<td><strong>Places:</strong> Philadelphia, Pennsylvania</td>
<td></td>
<td><strong>4-4.2</strong> 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)</td>
<td><strong>Meeting Individual Needs:</strong></td>
<td><strong>4-W1.6.2</strong> Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.</td>
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<tr>
<td><strong>People:</strong> James Madison Alexander Hamilton</td>
<td></td>
<td><strong>4-4.6</strong> Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hole as evident in the Three-Fifths Compromise and Fugitive Slave Acts. (P, H)</td>
<td><strong>Leveled Practice, TE p. 346</strong></td>
<td><strong>4-RS2.1</strong> Demonstrate the ability to use a variety of resources, including technology, to access information.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> delegate Constitutional Convention Virginia Plan New Jersey Plan compromise Great Compromise Three-Fifths Compromise Preamble reserved powers separation of powers check and balances veto</td>
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<td><strong>ESL Support, TE p. 347</strong></td>
<td><strong>4-RS2.2</strong> Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.</td>
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</table>

**Resources:**
- Workbook, p. 81
- Transparency 23
- Every Student Learns Guide, pp. 146-149
- Quick Study, pp. 74-75

**Meeting Individual Needs:**
- Leveled Practice, TE p. 346
- ESL Support, TE p. 347

<p>| Grade Four | 152 |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 3: Ratifying the Constitution** | 2 days | **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) | **Resources:**  
- Workbook, pp. 82, 83  
- Transparency 23  
- Every Student Learns Guide, pp. 150-153  
- Quick Study, pp. 76-77  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 353  
- ESL Support, TE p. 354  
- Learning Styles, TE p. 357 | **4-R1.10** Demonstrate the ability to draw conclusions and make inferences.  
**4-W1.6.2** Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.  
**4-RS2.1** Demonstrate the ability to use a variety of resources, including technology, to access information.  
**4-RS2.2** Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology. |

**Places:** 
New York City, New York

**People:** 
Benjamin Rush

**Vocabulary:** 
Federalists federal Antifederalists The Federalist amendment Bill of Rights
**Grade Four—Building a Nation**  
**Unit 5:** Life in a New Nation  
**Chapter 11:** The Young United States

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level  The People Who Gave Us the U.S. Constitution
- On-Level  Words of Freedom: The U.S. Constitution
- Advanced  Authors of Liberty: Writing the U.S. Constitution

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 1: Washington as President** | 2 days | 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) | **Resources:**  
- Workbook, 86  
- Transparency 23  
- Every Student Learns Guide, pp. 154-157  
- Quick Study, pp. 78-79  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 365  
- Learning Styles, TE p. 367  
- ESL Support, TE p. 364 | 4-R1.10 Demonstrate the ability to draw conclusions and make inferences.  
4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.  
4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology. |

**Places:**  
New York City, New York Washington, D.C.

**People:**  
Pierre L’Enfant  
Benjamin Banneker  
Abigail Adams

**Vocabulary:**  
electoral college inauguration Cabinet political party
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 2:** Jefferson Looks West | 3 days | **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) | Resources:  
- Workbook, pp. 87, 88  
- Transparencies 6, 46, 47  
- Every Student Learns Guide, pp. 158-161  
- Quick Study, pp. 80-81  
**Meeting Individual Needs:**  
- ESL Support, TE p. 372  
- Leveled Practice, TE p. 373 | **4-R1.10** Demonstrate the ability to draw conclusions and make inferences. |
<p>| <strong>Places:</strong> Wilderness Road Cumberland Gap Mississippi River New Orleans Louisiana Territory St. Louis, Missouri Missouri River | | <strong>4-5.1</strong> Summarize the major expeditions and explorations that played a role in westward expansion – including Daniel Boone, Lewis and Clark, and Zebulon Pike – and compare the geographic features of areas explored. (G, H) | | <strong>4-W1.6.2</strong> Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others. |
| <strong>People:</strong> Daniel Boone James Monroe Meriwether Lewis William Clark York Sacagawea | | <strong>4-5.2</strong> 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) | | <strong>4-RS2.1</strong> Demonstrate the ability to use a variety of resources, including technology, to access information. |
| | | | | <strong>4-RS2.2</strong> Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology. |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued) Vocabulary: pioneer frontier Louisiana Purchase distribution map population density map</td>
<td>4-5.3 Summarize the events that led key territorial acquisitions – including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexations 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)</td>
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| Lesson 3: Another War with Britain | 2 days | 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) | Resources:  
- Workbook, p. 89  
- Transparency 20  
- Every Student Learns Guide, pp. 162-165  
- Quick Study, pp. 82-83  
Meeting Individual Needs:  
- Leveled Practice, TE p. 381  
- ESL Support, TE p. 383  
- Learning Styles, TE p. 384 | 4-R1.10 Demonstrate the ability to draw conclusions and make inferences.  
4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.  
4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| Places: Baltimore, Maryland Fort McHenry New Orleans, Louisiana | | | | |
| People: Tecumseh James Madison Henry Clay Oliver Hazard Perry | | | | |

Grade Four 156
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued) Francis Scott Key Dolley Madison Andrew Jackson</td>
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<td>4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.</td>
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</tbody>
</table>

**Vocabulary:**
neutral
Battle of Tippecanoe
War Hawks
War of 1812
national anthem
Battle of New Orleans
### Lesson Titles/ Vocabulary

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 1:** The United States Turns Fifty  
**Places:** Florida  
Indian Territory  
**People:** James Monroe  
Andrew Jackson  
Sequoyah  
John Ross  
**Vocabulary:** nationalism  
Era of Good Feelings | 2 days | 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) | Resources:  
- Workbook, p. 94  
- Transparency 14  
- Every Student Learns Guide, pp. 166-169  
- Quick Study, pp. 84-85  
**Meeting Individual Needs:**  
- ESL Support, TE p. 403  
- Leveled Practice, TE p. 405 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
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<tr>
<td>(continued) Monroe Doctrine suffrage Indian Removal Act Trail of Tears</td>
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4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting ideas, and making inferences with regard to what he or she has viewed.

4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.

4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.

| Lesson 2: A New Kind of Revolution | 2 days | 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) | Resources:  
- Workbook, pp. 95, 96  
- Transparencies 14, 18  
- Every Student Learns Guide, pp. 170-173  
- Quick Study, pp. 86-87  
Meeting Individual Needs:  
- Leveled Practice, TE p. 409  
- Learning Styles, TE p. 410  
- ESL Support, TE p. 412 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts. |

Places: Lowell National Road Erie Canal
<table>
<thead>
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<td>(continued) People:</td>
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<td>4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<tr>
<td>Samuel Slater</td>
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<td></td>
<td>4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed.</td>
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<tr>
<td>Francis Cabot Lowell</td>
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<td>4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.</td>
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<td>Eli Whitney</td>
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<td>4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.</td>
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<tr>
<td>Robert Fulton</td>
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<tr>
<td>Vocabulary:</td>
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<td>Industrial Revolution</td>
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<td>Cotton gin</td>
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<td>Mechanical reaper</td>
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<td>Cross-section diagram</td>
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</table>
| Lesson 3: The Struggle for Reforms | 3 days | 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 Douglas, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (H, P). | Resources:  
   - Workbook, pp. 97, 98  
   - Transparency 14  
   - Every Student Learns Guide, pp. 174-177  
   - Quick Study, pp. 88-89  
Meeting Individual Needs:  
   - ESL Support, TE p. 417  
   - Leveled Practice, TE p. 419 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |

<table>
<thead>
<tr>
<th>Places: Seneca Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>People: Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Lucretia Mott, Elizabeth Cady Stanton</td>
</tr>
</tbody>
</table>

| Vocabulary:  
reform  
revival  
temperance  
abolitionist  
Seneca Falls Convention |

4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts.

4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.

4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting ideas, and making inferences with regard to what he or she has viewed.
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<td>4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in <strong>nonprint sources</strong>.</td>
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</table>
| Lesson 1: Settling the South and Texas | 2 days | 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) | Resources:  
- Workbook, p. 101  
- Transparencies 13, 49  
- Every Student Learns Guide, pp. 178-181  
- Quick Study, pp. 90-91  
Meeting Individual Needs:  
- Leveled Practice, TE p. 433  
- ESL Support, TE p. 436  
4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | 4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts. |
<p>| Places: Florida Texas Mexico San Antonio | | 4-5.3 Summarize the events that led key territorial acquisitions —including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexations 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-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| People: Osceola Stephen F. Austin Antonio Lopez de Santa Anna Juan Seguin Sam Houston James K. Polk | | | | |</p>
<table>
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</table>
| (continued) Vocabulary: Texas Revolution annex manifest destiny Mexican War Bear Flag Revolt Treaty of Guadalupe Hidalgo | 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-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed.  
4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.  
4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources. |
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</table>
| **Lesson 2:** Trails of the West | 1 day | **4-5.5** Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and Oregon trails. (G, E, H) | **Resources:**  
  - Workbook, p. 102  
  - Transparency 6  
  - Every Student Learns Guide, pp. 182-185  
  - Quick Study, pp. 92-93  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 439  
  - Leveled Practice, TE p. 441 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |
<p>| <strong>Places:</strong> Oregon Country Oregon Trail Mormon Trail Salt Lake City |  |  |  | 4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events and ideas in a variety of texts. |
| <strong>People:</strong> Marcus Whitman Narcissa Whitman Joseph Smith Brigham Young |  |  |  | 4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| <strong>Vocabulary:</strong> mountain men wagon train |  |  |  | 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting ideas, and making inferences with regard to what he or she has viewed. |
|  |  | 4-5.6 Compare the experiences of different groups who migrated and settled the West, including the 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-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources. |
|  |  |  |  | 4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources. |</p>
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</table>
| **Lesson 3:** The Golden State | 2 days | 4-5.6 Compare the experiences of different groups who migrated and settled the West, including the 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) | Resources:  
  - Workbook, pp. 103, 104  
  - Transparency 14  
  - Every Student Learns Guide, pp. 186-189  
  - Quick Study, pp. 94-95 | 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. |
| **Places:** American River California Trail San Francisco | | | \ | 4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **People:** James Marshall John Sutter Luzena Stanley Wilson Levi Strauss | | | \ | 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting and ideas, and making inferences with regard to what he or she has viewed. |
| **Vocabulary:** gold rush forty-niners discrimination advertisement | | | \ | 4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources. |
| | | | \ | 4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources. |
**Lesson Titles/ Vocabulary** | **Pacing** | **South Carolina Social Studies Standards** | **Scott Foresman Social Studies Unit Resources** | **South Carolina Reading Standards**
---|---|---|---|---
**Lesson 1: North and South Grow Apart** | 2 days | **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) | Resources:  
- Workbook, pp. 109, 110  
- Transparency 4  
- Every Student Learns Guide, pp. 190-193  
- Quick Study, pp. 96-97  
**Meeting Individual Needs:**  
- ESL Support, TE p. 465  
- Leveled Practice, TE p. 467 | **4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.  
**4-R2.3** Demonstrate the ability to identify the narrator's **point of view** in a work of **fiction**.  
**4-R2.4** Demonstrate the ability to **summarize** the **theme** of a particular text.  
**4-W1.3** Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.  
**4-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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| Lesson 2: Resisting Slavery | 2 days | 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 Douglas, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P) | Resources:  
- Workbook, p. 111  
- Transparencies 2, 50  
- Every Student Learns Guide, pp. 194-197  
- Quick Study, pp. 98-99  
Meeting Individual Needs:  
- ESL Support, TE p. 471  
- Learning Styles, TE p. 473  
- Leveled Practice, TE p. 474 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.  
4-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Places:**  
Southampton County, Virginia  
New Haven, Connecticut |        |                                         |                                           |                                    |
| **People:**  
Nat Turner  
Joseph Cinque  
Harriet Tubman  
Levi Coffin  
Catherine Coffin |        |                                         |                                           |                                    |
| **Vocabulary:**  
slave codes  
Underground Railroad |        |                                         |                                           |                                    |
<table>
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</table>
| **Lesson 3:** The Struggle over Slavery | 2 days | **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) | **Resources:**  
  - Workbook, p. 112  
  - Transparencies 2, 51, 52  
  - Every Student Learns Guide, pp. 198-201  
  - Quick Study, pp. 100-101  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 477  
  - Leveled Practice, TE pp. 479, 482  
  - Learning Styles, TE p. 480 | **4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the main idea of a particular text.  
**4-R2.3** Demonstrate the ability to identify the narrator's point of view in a work of fiction.  
**4-R2.4** Demonstrate the ability to **summarize** the theme of a particular text.  
**4-W1.3** Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.  
**4-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Places:**  
  Nebraska Territory  
  Kansas Territory  
  Harpers Ferry, Virginia | | | | |
| **People:**  
  John C. Calhoun  
  Henry Clay  
  Daniel Webster  
  Stephen Douglas  
  Harriet Beecher Stowe  
  Dred Scott  
  John Brown  
  Abraham Lincoln | | | | |
| **Vocabulary:**  
  free state  
  slave state  
  states' rights | | | | |
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<tr>
<td>Missouri Compromise Fugitive Slave Law Compromise of 1850 Kansas-Nebraska Law</td>
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</tbody>
</table>
| **Lesson 4:** The First Shots Are Fired | 1 day | 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) | Resources:  
- Workbook, p. 113  
- Transparencies 1, 53  
- Every Student Learns Guide, pp. 202-205  
- Quick Study, pp. 102-103  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 486  
- ESL Support, TE p. 487 | 4-R1.9 Demonstrate the ability to **summarize** and **paraphrase** the main idea of a particular text.  
4-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.  
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Places:** Fort Sumter, South Carolina | | | | |
| **People:** Jefferson Davis | | | | |
| **Vocabulary:** secede, Confederacy, Union, border state, civil war | | | | |
### Lesson Titles/Vocabulary

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<th>South Carolina Reading Standards</th>
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</table>
| Lesson 1: The Early Stages of the War | 2 days | 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) | Resources:  
  - Workbook, p. 116  
  - Transparency 1  
  - Every Student Learns Guide, pp. 206-209  
  - Quick Study, pp. 104-105 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text. |
|                          |        | 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-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction. |

**Meeting Individual Needs:**

- Leveled Practice, TE p. 493
- ESL Support, TE p. 494

- 4-R2.4 Demonstrate the ability to summarize the theme of a particular text.
- 4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.
- 4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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<td>blockade</td>
<td>2 days</td>
<td>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)</td>
<td><strong>Resources:</strong></td>
<td>4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.</td>
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<td>Anaconda Plan</td>
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<td>First Battle of Bull Run</td>
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<td>Battle of Antietam</td>
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<td>Lesson 2: Life During the War</td>
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<td><strong>Places:</strong></td>
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<tr>
<td>Fort Wagner, South Carolina</td>
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<tr>
<td><strong>People:</strong></td>
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<tr>
<td>Mathew Brady</td>
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<tr>
<td>William Carney</td>
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<tr>
<td>Belle Boyd</td>
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<tr>
<td>Clara Barton</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
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<td>draft</td>
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<tr>
<td>Emancipation Proclamation</td>
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**Meeting Individual Needs:**
- Leveled Practice, TE p. 499
- ESL Support, TE p. 502

4-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.

4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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<td>(continued)</td>
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<td><strong>4-6.6</strong> 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)</td>
<td></td>
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</tbody>
</table>
| **Lesson 3:** How the North Won | 3 days | **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) | **Resources:**  
- Workbook, pp. 118, 119  
- Transparencies 1, 54, 55  
- Every Student Learns Guide, pp. 214-217  
- Quick Study, pp. 108-109  
**Meeting Individual Needs:**  
- Leveled Practice, TE pp. 507, 512  
- Learning Styles, TE p. 508  
- ESL Support, TE p. 511 | **4-R1.9** Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.  
**4-R2.3** Demonstrate the ability to identify the narrator’s **point of view** in a work of **fiction**.  
**4-R2.4** Demonstrate the ability to **summarize** the **theme** of a particular text.  
**4-W1.3** Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.  
**4-C1.8** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Places:** Gettysburg, Pennsylvania  
Vicksburg, Mississippi  
Atlanta, Georgia  
Savannah, Georgia  
Appomattox Court House, Virginia | | **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) | | |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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</table>
| Vocabulary: Battle of Gettysburg Gettysburg Address Battle of Vicksburg total war road map interstate highway | 2 days | 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) | Resources:  
- Workbook, p. 120  
- Transparency 1  
- Every Student Learns Guide, pp. 218-221  
- Quick Study, pp. 110-111  
Meeting Individual Needs:  
- Leveled Practice, TE p. 518  
- ESL Support, TE p. 519 | 4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.  
4-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.  
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.  
4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. |

Lesson 4: The End of Slavery

Places: Washington, D.C.

People: Andrew Jackson Hiram R. Revel Blanche K. Bruce

Vocabulary: assassination Reconstruction Thirteenth Amendment black codes Freedmen’s Bureau
<table>
<thead>
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<td>4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<td>Fourteenth Amendment</td>
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<td>Fifteenth Amendment</td>
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<td>impeachment</td>
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<td>Jim Crow laws</td>
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<td>segregation</td>
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# South Carolina Lesson Planner

## Scott Foresman Social Studies – Growth of a Nation

### Grade Five

**Overview:** Establishing a Nation

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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</tr>
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</table>
| Lesson 1: Connections Across Continents | 2 days | Reviews Grade 4 4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations. (G, H) | Resources:  
  - Workbook, p. 4  
  - Transparency 6  
  - Every Student Learns Guide, pp. 2-5  
  - Quick Study, pp. 2-3  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 7  
  - Learning Styles, TE p. 8  
  - Leveled Practice, TE p. 9 | 5-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
5-C1.11 Demonstrate the ability to **summarize** conversations and discussions.  
5-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
5-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**. |

**Places:**  
Bering Strait  
Asia  
North America

**People:**  
Christopher Columbus

**Vocabulary:**  
Ice Age  
glacier  
migrate  
ariculture  
culture  
colony  
Columbian Exchange
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
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</table>
| **Lesson 2: Life in the Colonies** | 4 days | **Reviews Grade 4**  
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) | **Resources:**  
- Workbook, pp. 5, 6  
- Transparency 7  
- Every Student Learns Guide, pp. 6-9  
- Quick Study, pp. 4-5 | **5-R1.4** Demonstrate the ability to **summarize** and **paraphrase** texts. |
| **Places:** New Amsterdam Quebec Jamestown Plymouth | 4 days | **Reviews Grade 4**  
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) | **Meeting Individual Needs:**  
- Leveled Practice, TE p. 13  
- ESL Support, TE p. 17 | **5-C1.11** Demonstrate the ability to **summarize** conversations and discussions. |
| **People:** John Smith John Rolfe Pocahontas Squanto | 4 days | **Reviews Grade 4**  
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. | | **5-C2.2** Demonstrate the ability to **summarize** conversations and discussions. |
| **Vocabulary:** cash crop House of Burgess natural resource economy plantations triangular trade routes French and Indian War small-scale map large-scale map | 4 days | **Meeting Individual Needs:**  
- Leveled Practice, TE p. 13  
- ESL Support, TE p. 17 | | **5-C3.3** Demonstrate the ability to **summarize** information that he or she receives from nonprint sources. |
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<tbody>
<tr>
<td>Lesson 3: Revolution and Constitution</td>
<td>3 days</td>
<td>Reviews Grade 4 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)</td>
<td>Resources:  ▪ Workbook, p. 7  ▪ Transparency 6  ▪ Every Student Learns Guide, pp. 10-13  ▪ Quick Study, pp. 6-7 Meeting Individual Needs:  ▪ Leveled Practice, TE p. 23  ▪ ESL Support, TE p. 26</td>
<td>5-R1.4 Demonstrate the ability to <strong>summarize</strong> and <strong>paraphrase</strong> texts.</td>
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<tr>
<td>Places: Boston, Massachusetts Philadelphia, Pennsylvania Yorktown, Virginia</td>
<td></td>
<td>Reviews Grade 4 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)</td>
<td></td>
<td>5-C1.11 Demonstrate the ability to <strong>summarize</strong> conversations and discussions.</td>
</tr>
<tr>
<td>People: Samuel Adams George Washington John Adams Benjamin Franklin Thomas Jefferson Abigail Adams Peter Salem</td>
<td></td>
<td>Reviews Grade 4 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)</td>
<td></td>
<td>5-C2.2 Demonstrate the ability to <strong>summarize</strong> conversations and discussions.</td>
</tr>
<tr>
<td>Vocabulary: Stamp Act Declaration of Independence republic constitution</td>
<td></td>
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<td>5-C3.3 Demonstrate the ability to <strong>summarize</strong> information that he or she receives from <strong>nonprint sources</strong>.</td>
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<tr>
<td>Lesson Titles/ Vocabulary (continued)</td>
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<tr>
<td>Checks and balances</td>
<td>5 days</td>
<td>Reviews Grade 4 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 Fugitive Slave Acts. (P, H)</td>
<td>Resources:  - Workbook, pp. 8, 9  - Transparency 7  - Every Student Learns Guide, pp. 14-17  - Quick Study, pp. 8-9  Meeting Individual Needs:  - ESL Support, TE p. 31  - Leveled Practice, TE p. 33</td>
<td>5-R1.4 Demonstrate the ability to summarize and paraphrase texts.  5-C1.11 Demonstrate the ability to summarize conversations and discussions.  5-C2.2 Demonstrate the ability to summarize conversations and discussions.  5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.</td>
</tr>
<tr>
<td>Lesson 4: A Growing Nation</td>
<td></td>
<td>Reviews Grade 4 4-5.6 Compare the experiences of different groups who migrated and settled the West, including the 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)</td>
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<td>Places: Washington, D.C.</td>
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<td>People: Alexander Hamilton</td>
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<td>Meriwether Lewis</td>
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<td>William Clark</td>
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<td>Sacagawea</td>
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<td>Sequoyah</td>
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<td>James Monroe</td>
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<td>Andrew Jackson</td>
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<td>Samuel Slater</td>
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<td>Frederick Douglass</td>
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</tbody>
</table>
### Vocabulary:
- Cabinet
- political party
- Industrial Revolution
- manifest destiny
- abolitionist
- parallel time lines
- decade
- century

### Reviews Grade 4

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 Douglas, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (H, P).
### South Carolina Social Studies Standards

**Lesson 1: North and South Grow Apart**

**People:** David Walker

**Vocabulary:** sectionalism, point of view

**Pacing:** 2 days

**Reviews Grade 4**

**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)

**Reviews Grade 4**

**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)

**Resources:**
- Workbook, pp. 15, 16
- Transparency 4
- Every Student Learns Guide, pp. 18-21
- Quick Study, pp. 10-11

**Meeting Individual Needs:**
- ESL Support, TE p. 55
- Leveled Practice, TE p. 57

**South Carolina Reading Standards**

5-R1.8 Demonstrate the ability to **paraphrase** the main ideas of texts.

5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
<table>
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<tbody>
<tr>
<td>Lesson 2: Resisting Slavery</td>
<td>2 days</td>
<td>Reviews Grade 4 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 Douglas, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (H, P).</td>
<td>Resources:  ▪ Workbook, p. 17  ▪ Transparencies 2, 50  ▪ Every Student Learns Guide, pp. 22-25  ▪ Quick Study, pp. 12-13  Meeting Individual Needs:  ▪ ESL Support, TE p. 61  ▪ Learning Styles, TE p. 63  ▪ Leveled Practice, TE p. 64</td>
<td>5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts. 5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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</table>

Places: Southampton County, Virginia New Haven, Connecticut

People: Nat Turner Joseph Cinque Harriet Tubman Levi Coffin Catherine Coffin

Vocabulary: slave codes Underground Railroad
<table>
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</table>
| Lesson 3: The Struggle Over Slavery | 2 days | **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) | **Resources:**  
- Workbook, p. 18  
- Transparencies 2, 51, 52  
- Every Student Learns Guide, pp. 26-29  
- Quick Study, pp. 14-15 | **5-R1.8** Demonstrate the ability to **paraphrase** the main ideas of texts. |
| **Places: Nebraska Territory Kansas Territory Harpers Ferry, Virginia** | | | | **5-C1.7** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Vocabulary:** free state slave state states' rights | | | | |
# Lesson Titles/ Vocabulary

(continued)
Missouri Compromise
Fugitive Slave Law
Compromise of 1850
Kansas-Nebraska Law

<table>
<thead>
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</table>
| **Lesson 4:** The First Shots Are Fired | 1 day | Reviews Grade 4 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) | Resources:  
- Workbook, p. 19  
- Transparencies 1, 53  
- Every Student Learns Guide, pp. 30-33  
- Quick Study, pp. 16-17  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 76  
- ESL Support, TE p. 77 | 5-R1.8 Demonstrate the ability to **paraphrase** the main ideas of texts.  
5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |

**Places:**  
Fort Sumter, South Carolina

**People:**  
Jefferson Davis

**Vocabulary**  
secede  
Confederacy  
Union  
border state  
civil war
Lesson Titles/ Vocabulary |
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<tbody>
<tr>
<td>Lesson 1: The Early Stages of the War</td>
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<tr>
<td>Places: Richmond, Virginia</td>
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<tr>
<td>Manassas Junction, Virginia</td>
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<td>People: Winfield Scott Thomas</td>
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<td>“Stonewall” Jackson</td>
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<td>Robert E. Lee</td>
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<td>Vocabulary: blockade</td>
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<tr>
<td>Anaconda Plan</td>
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<td>First Battle of Bull Run</td>
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<td>Battle of Antietam</td>
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Pacing | 2 days |

South Carolina Social Studies Standards |
Reviews Grade 4 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)

Scott Foresman Social Studies Unit Resources |
Resources:
- Workbook, p. 22
- Transparency 1
- Every Student Learns Guide, pp. 34-37
- Quick Study, pp. 18-19
- Meeting Individual Needs: Leveled Practice, TE p. 83
- ESL Support, TE p. 84

South Carolina Reading Standards |
5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts.
5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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<td>Lesson 2: Life During the War</td>
<td>2 days</td>
<td>Reviews Grade 4 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)</td>
<td>Resources:  ▪ Workbook, p. 23  ▪ Transparency 1  ▪ Every Student Learns Guide, pp. 38-41  ▪ Quick Study, pp. 20-21</td>
<td>5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts.</td>
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<td><strong>Reviews Grade 4 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)</strong></td>
<td><strong>Meeting Individual Needs:</strong>  ▪ Leveled Practice, TE p. 89  ▪ ESL Support, TE p. 92</td>
<td>5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<td><strong>Reviews Grade 4 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)</strong></td>
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</table>
| **Lesson 3: How the North Won** | 3 days | 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) | **Resources:**  
  - Workbook, pp. 24, 25  
  - Transparencies 1, 54, 55  
  - Every Student Learns Guide, pp. 42-45  
  - Quick Study, pp. 22-23  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE pp. 97, 102  
  - Learning Styles, TE p. 98  
  - ESL Support, TE p. 101 | 5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts.  
  5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| **Places:**  
  Gettysburg, Pennsylvania  
  Vicksburg, Mississippi  
  Atlanta, Georgia  
  Savannah, Georgia  
  Appomattox Court House, Virginia |  |  |  |  |
| **People:**  
  Ulysses S. Grant  
  William Tecumseh Sherman |  |  |  |  |
| **Vocabulary:**  
  Battle of Gettysburg  
  Gettysburg Address  
  Battle of Vicksburg |  |  |  |  |
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<td>(continued) total war road map interstate highway</td>
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<tr>
<td><strong>Lesson 4:</strong> The End of Slavery</td>
<td>2 days</td>
<td>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) 5.1.2 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) 5.1.3 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)</td>
<td>Resources:  - Workbook, p. 26  - Transparency 1  - Every Student Learns Guide, pp. 46-49  - Quick Study, pp. 24-25  Meeting Individual Needs:  - Leveled Practice, TE p. 108  - ESL Support, TE p. 109</td>
<td>5-R1.8 Demonstrate the ability to <strong>paraphrase the main ideas</strong> of texts.  5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<td><strong>Places:</strong> Washington, D.C.</td>
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<td><strong>People:</strong> Andrew Jackson Hiram R. Revels Blanche K. Bruce</td>
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<tr>
<td><strong>Vocabulary:</strong> assassination Reconstruction Thirteenth Amendment black codes Freedmen’s Bureau Fourteenth Amendment</td>
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<tr>
<td>(continued) Fifteenth Amendment impeachment Jim Crow laws segregation sharecropping</td>
<td>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)</td>
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<td>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)</td>
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Grade Five: Growth of a Nation  
Unit 2: An Expanding Nation  
Chapter 3: Crossing the Continent  
Scott Foresman Social Studies Leveled Readers:  
  Below-Level   Heading West  
  On-Level     Spreading Across the Continent  
  Advanced   Westward Expansion

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<th>Lesson Titles/ Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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| Lesson 1: Rails Across the Nation | 4 days | 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) | Resources:  
  ▪ Workbook, pp. 31, 32, 33  
  ▪ Transparency 11  
  ▪ Every Student Learns Guide, pp. 50-53  
  ▪ Quick Study, pp. 26-27  
Meeting Individual Needs:  
  ▪ Leveled Practice, TE p. 129  
  ▪ ESL Support, TE p. 130 | 5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically. |
| Places: Omaha, Nebraska  
Sacramento, California  
Promontory Point, Utah Territory | | | | |
| People: Samuel Morse  
Red Cloud  
standard time | | | | |

5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically.
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<tr>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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</tr>
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</table>
| (continued) Vocabulary: Pony Express telegraph transcontinental railroad time zone | 4 days | **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) | Resources:  
  - Workbook, pp. 34, 35  
  - Transparency 10  
  - Every Student Learns Guide, pp. 54-57  
  - Quick Study, pp. 28-29  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 139  
  - Leveled Practice, TE p. 140  
  - Learning Styles, TE p. 142 |  |
<p>| <strong>Lesson 2:</strong> Pioneers on the Plains | <strong>5.2.1</strong> 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) | <strong>5-R1.14</strong> Demonstrate the ability to use <strong>graphic representations</strong> such as charts, graphs, pictures and <strong>graphic organizers</strong> as information sources and as a means of organizing information and events logically. |  |
| <em>Places:</em> Great Plains Nicodemus, Kansas | <strong>5.2.2</strong> Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G) |  |  |
| <em>People:</em> Willa Cather Benjamin Singleton George Shima | <strong>5.2.3</strong> 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) |  |  |</p>
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<th>South Carolina Social Studies Standards</th>
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</tr>
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<tr>
<td>(continued) homesteader sodbuster exoduster technology climograph</td>
<td>2 days</td>
<td><strong>5.2.4</strong> 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)</td>
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</table>
| **Lesson 3:** Cowboys and Miners | | **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) | **Resources:**  
- Workbook, p. 36  
- Transparency 10  
- Every Student Learns Guide, pp. 58-61  
- Quick Study, pp. 30-31 | **5-R1.14** Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically. |
| **Places:** Dodge City, Kansas Chicago, Illinois Denver, Colorado Virginia City, Nevada | | **5.2.2** Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G) | **Meeting Individual Needs:**  
- ESL Support, TE pp. 150, 152  
- Leveled Practice, TE p. 151 | |
<table>
<thead>
<tr>
<th><strong>Lesson Titles/Vocabulary</strong></th>
<th><strong>Pacing</strong></th>
<th><strong>South Carolina Social Studies Standards</strong></th>
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<td>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)</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
<td>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)</td>
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<tr>
<td>cattle drive</td>
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<td>gold rush</td>
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<td>entrepreneur</td>
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| **Lesson 4:**             | 3 days     | 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) | Resources:  
  - Workbook, p. 37  
  - Transparency 10  
  - Every Student Learns Guide, pp. 62-65  
  - Quick Study, pp. 32-33  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 157  
  - Leveled Practice, TE p. 158 | 5-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically. |
<p>| <strong>Places:</strong>                |            |                                             |                                               |                                  |
| Black Hills                |            |                                             |                                               |                                  |
| <strong>People:</strong>               |            |                                             |                                               |                                  |
| Sitting Bull               |            |                                             |                                               |                                  |
| George Custer             |            |                                             |                                               |                                  |
| Crazy Horse               |            |                                             |                                               |                                  |
| Chief Joseph              |            |                                             |                                               |                                  |
| Geronimo                   |            |                                             |                                               |                                  |</p>
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<tr>
<td><strong>Vocabulary:</strong> reservation Battle of Little Bighorn</td>
<td>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)</td>
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### Lesson Titles/ Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: Inventors Change the World</th>
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</thead>
<tbody>
<tr>
<td><strong>Places:</strong> Menlo Park, New Jersey; Richmond, Virginia; Kitty Hawk, North Carolina</td>
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<tr>
<td><strong>People:</strong> Alexander Graham Bell</td>
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</tr>
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| 3 days | 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) 5.3.2 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) | Resources:  
Workbook, pp. 40, 41  
Transparency 10  
Every Student Learns Guide, pp. 66-69  
Quick Study, pp. 34-35  
Meeting Individual Needs:  
ESL Support, TE p.167  
Leveled Practice, TE pp. 171, 174 | 5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically. |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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<tr>
<td>(continued) Thomas Edison Lewis Latimer Frank Sprague Frank Duryea Wilbur Wright Orville Wright Blanche Stuart Scott</td>
<td>3 days</td>
<td>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)</td>
<td>Resources: ▪ Workbook, p. 42 ▪ Transparency 1 ▪ Every Student Learns Guide, pp. 70-73 ▪ Quick Study, pp. 36-37</td>
<td>5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically.</td>
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<td>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)</td>
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<td><strong>Lesson 2:</strong> The Rise of Big Business</td>
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<td><strong>Places:</strong> Pittsburgh, Pennsylvania Cleveland, Ohio</td>
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<td><strong>People:</strong> Andrew Carnegie John D. Rockefeller George Westinghouse William Randolph Hearst</td>
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<tr>
<td>(continued) Madame C. J. Walker J. P. Morgan</td>
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<td>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)</td>
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<tr>
<td>Vocabulary: corporation stock monopoly free enterprise consumer human resource capital resource</td>
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| Lesson 3: New Americans | 3 days | 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) | Resources:  
- Workbook, p. 43  
- Transparency 6  
- Every Student Learns Guide, pp. 74-77  
- Quick Study, pp. 38-39  
**Meeting Individual Needs:**  
- ESL Support, TE p. 185  
- Leveled Practice, TE p. 188 | 5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically. |
<p>| Places: Ellis Island Angel Island | | | | |
| People: Mary Antin | | | | |
| Vocabulary: prejudice diversity | | | | |</p>
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| Lesson 4: The Labor Movement | 3 days | 5.3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H) | Resources:  
- Workbook, p. 44  
- Transparency 23  
- Every Student Learns Guide, pp. 78-81  
- Quick Study, pp. 40-41  
**Meeting Individual Needs:**  
- ESL Support, TE p. 195  
- Leveled Practice, TE p. 197 | 5-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically. |

- People: Lewis Hine, Samuel Gompers, Mary Harris Jones
- Vocabulary: sweatshop, labor union, strike
Lesson :1: Rural Life Changes

**Places:**
- Walnut Grove, Virginia
- Ahwahnee Valley, California

**People:**
- Cyrus McCormick
- L. O. Colvin
- Gustav de Laval
- Ellen Eglui
- Aaron Montgomery Ward
- Richard Sears
- Alvah C. Roebuck

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</table>
| **Lesson :1:** Rural Life Changes | 2 days | 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) | Resources:  
- Workbook, p. 49  
- Transparency 14  
- Every Student Learns Guide, pp. 82-85  
- Quick Study, pp. 42-43 Meeting Individual Needs:  
- Learning Styles, TE p. 217  
- ESL Support, TE p. 218  
- Leveled Practice, TE p. 219 | 5-R2.4 Begin comparing and contrasting theme in a variety of texts.  
5-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.  
5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |
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<td>(continued) Vocabulary: manual labor mechanization reaper threshing machine</td>
<td>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)</td>
<td></td>
<td>5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. 5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources. 5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.</td>
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<tr>
<td>Lesson 2: Life in the Growing Cities</td>
<td>3 days</td>
<td>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)</td>
<td>Resources: ▪ Workbook, pp. 50, 51 ▪ Transparency 20 ▪ Every Student Learns Guide, pp. 86-89 ▪ Quick Study, pp. 44-45 Meeting Individual Needs: ▪ ESL Support, TE p. 225 ▪ Leveled Practice, TE pp. 226, 230</td>
<td>5-R2.4 Begin comparing and contrasting theme in a variety of texts. 5-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.</td>
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<tr>
<td>Places: New York, New York</td>
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<td>People: Jane Addams Jacob Riis “Boss” William M. Tweed</td>
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<td>(continued) Elisha Graves Otis James Buchanan Eads John Roebling</td>
<td>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)</td>
<td>5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<td><strong>Vocabulary:</strong> urbanization tenement settlement house political machine suspension bridge line graph circle graph</td>
<td>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)</td>
<td>5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
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<td>5.3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900’s, 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)</td>
<td>5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</td>
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<td>5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.</td>
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<td>5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.</td>
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| Lesson 3: Unequal Opportunities | 3 days | 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) | Resources:  
- Workbook, p. 52  
- Transparency 1  
- Every Student Learns Guide, pp. 90-93  
- Quick Study, pp. 46-47  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 234  
- ESL Support, TE p. 235 | 5-R2.4 Begin comparing and contrasting **theme** in a variety of texts.  
5-R2.11 Demonstrate the ability to compare and contrast **settings, characters, events, and ideas** in a variety of texts.  
5-C1.7 Demonstrate the ability to use oral language to inform, entertain, and to compare and contrast different viewpoints.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
| **Places:** Chicago, Illinois  
Tuskegee, Alabama |        |                                         |                                             |                                  |
| **People:** Jack L. Cooper  
W. E. B. Du Bois  
Booker T. Washington  
George Washington  
George Carver  
Ida Wells-Barnett |        |                                         |                                             |                                  |
| **Vocabulary:** tenant  
enfranchise  
Great Migration |        |                                         |                                             |                                  |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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| **Lesson 4: Women’s Rights** | 3 days | **5.3.5** Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H) | Resources:  
  - Workbook, p. 53  
  - Transparency 10  
  - Every Student Learns Guide, pp. 94-97  
  - Quick Study, pp. 48-49  
 **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 241  
  - ESL Support, TE p. 242 | **5-C3.5** Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.  
**5-C3.6** Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources. |
| **Places:** Seneca Falls, New Jersey  
Argonia, Kansas |        | **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) |                                            |                                  |
| **People:** Lucretia Mott  
Elizabeth Cady Stanton  
Lucy Stone  
Susannah Medora Salter |        |                                        |                                            |                                  |
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<thead>
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<th>Lesson Titles/Vocabulary</th>
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<td>5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
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<td>Susan B. Anthony</td>
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<td>5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</td>
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<td>5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.</td>
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<td>Vocabulary:</td>
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<td>5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.</td>
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</table>
**Grade Five:** Growth of a Nation  
**Unit 3:** Expansion and Change  
**Chapter 6:** Becoming a World Power  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: Growing and Changing Cities  
- On-Level: New Problems, New Solutions  
- Advanced: The Urbanization of America

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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| **Lesson 1:** Expanding Overseas | 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 the 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) | Resources:  
- Workbook, pp. 56, 57  
- Transparency 21  
- Every Student Learns Guide, pp. 98-101  
- Quick Study, pp. 50-51  
**Meeting Individual Needs:**  
- ESL Support, TE pp. 253, 257  
- Leveled Practice, TE p. 254 | 5-R2.4 Begin comparing and contrasting theme in a variety of texts.  
5-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.  
5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |

**Places:**  
- Hawaii  
- Puerto Rico  
- Cuba  
- Panama Canal

**People:**  
- William Seward  
- Liliuokalani  
- Theodore Roosevelt  
- Walter Reed  
- John Stevens
### Lesson Titles/Vocabulary

- Yellow journalism
- Spanish-American War
- Rough Riders
- Buffalo soldiers
- Isthmus
- Source
- Credible

(continued)

### South Carolina Social Studies Standards

#### 5-C3.4
Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.

#### 5-C3.5
Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.

#### 5-C3.6
Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.

### Scott Foresman Social Studies Unit Resources

- Workbook, pp. 58, 59
- Transparency 14
- Every Student Learns Guide, pp. 102-105
- Quick Study, pp. 52-53

### South Carolina Reading Standards

#### 5-R2.4
Begin comparing and contrasting theme in a variety of texts.

#### 5-R2.11
Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.

---

### Lesson 2: The Progressive Movement

**Places:**
- Yosemite National Park
- Grand Canyon National Monument

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

**Meeting Individual Needs:**
- ESL Support, TE p. 264
- Leveled Practice, TE p. 265

**Resources:**
- Workbook, pp. 58, 59
- Transparency 14
- Every Student Learns Guide, pp. 102-105
- Quick Study, pp. 52-53
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<th>Lesson Titles/ Vocabulary</th>
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| **Lesson 3:** World War I | 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 the 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) | Resources:  
  - Workbook, pp. 60, 61  
  - Transparency 14  
  - Every Student Learns Guide, pp. 106-109  
  - Quick Study, pp. 54-55  
 **Meeting Individual Needs:**  
  - ESL Support, TE p. 273  
  - Leveled Practice, TE p. 276 | 5-R2.4 Begin comparing and contrasting theme in a variety of texts.  
 5-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.  
 5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
 5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
 5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
<p>| <strong>Places:</strong> Austria-Hungary Serbia Versailles, France |        |  |  |  |
| <strong>People:</strong> Woodrow Wilson John J. Pershing Eddie Rickenbacker Alvin C. York |        |  |  |  |
| <strong>Vocabulary</strong> World War I nationalism alliance isolationism League of Nations Treaty of Versailles |        |  |  |  |</p>
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**Lesson Titles/ Vocabulary**

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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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| **Places:** Detroit, Michigan Los Angeles, California | 4 days | 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) | **Resources:**  
  - Workbook, pp. 67, 68  
  - Transparency 23  
  - Every Student Learns Guide, pp. 110-113  
  - Quick Study, pp. 56-57  
  - ESL Support, TE pp. 299, 307  
  - Leveled Practice, TE p. 300 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
  5-R1.12 Demonstrate the ability to analyze fact and opinion. |
| **People:** Henry Ford Guglielmo Marconi David Sarnoff Frank Conrad | 4 days | 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-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
  5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
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| (continued)              | 4 days | 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) | Resources:  
  - Workbook, p. 69  
  - Transparency 23  
  - Every Student Learns Guide, pp. 114-117  
  - Quick Study, pp. 58-59  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 313  
  - Leveled Practice, TE p. 315 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
| Lesson 2: The Roaring Twenties | 4 days | 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) | Resources:  
  - Workbook, p. 69  
  - Transparency 23  
  - Every Student Learns Guide, pp. 114-117  
  - Quick Study, pp. 58-59  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 313  
  - Leveled Practice, TE p. 315 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |

**Places:**  
New Orleans, Louisiana  
Harlem, New York

**People:**  
Duke Ellington  
Louis Armstrong  
Bessie Smith  
F. Scott Fitzgerald  
Langston Hughes
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<td>(continued) Zora Neale Hurston Jacob Lawrence Charles Lindbergh Amelia Earhart Georgia O&quot;Keefe</td>
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<td>Prohibition Eighteenth Amendment Twenty-first Amendment</td>
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<td>jazz Harlem Renaissance</td>
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| Lesson 3: The Good Times End | 3 days | 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) | Resources:  
- Workbook, p. 70  
- Transparency 20  
- Every Student Learns Guide, pp. 118-121  
- Quick Study, pp. 60-61  
Meeting Individual Needs:  
- ESL Support, TE p. 323  
- Leveled Practice, TE p. 324 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |

**Places:** New York, New York

**People:** Herbert Hoover

**Vocabulary**
- unemployment
- stock market
- Great Depression  
- credit
<table>
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</table>
| **Lesson 4: The New Deal** | 2 days | 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) | Resources:  
  - Workbook, p. 71  
  - Transparency 1  
  - Every Student Learns Guide, pp. 122-125  
  - Quick Study, pp. 62-63  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 330  
  - Leveled Practice, TE p. 333 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |

**Places:** Dodge City, Kansas, Queens, New York  
**People:** Franklin D. Roosevelt, Eleanor Roosevelt, Dorothea Lange, John Steinbeck  
**Vocabulary:** New Deal, Social Security, drought, Dust Bowl, migrant worker, inflation
**Grade Five:** Growth of a Nation  
**Unit 4:** Prosperity, Depression, and War  
**Chapter 8:** World War II  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: The War at Home  
- On-Level: The Homefront  
- Advanced: We’re in This Together

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</table>
| **Lesson 1:** World War II Begins | 2 days | 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) | Resources:  
- Workbook, p. 75  
- Transparency 22  
- Every Student Learns Guide, pp. 126-129  
- Quick Study, pp. 64-65  
**Meeting Individual Needs:**  
- ESL Support, TE p. 342  
- Leveled Practice, TE p. 343 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
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</table>
| Vocabulary: dictator     | 2 days | 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) | Resources:  
  - Workbook, p. 76  
  - Transparency 2  
  - Every Student Learns Guide, pp. 130-133  
  - Quick Study, pp. 66-67  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 350  
  - ESL Support, TE p. 354 | 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.  
5-R1.12 Demonstrate the ability to analyze fact and opinion.  
5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
<p>| fascism                  |        |                                        |                                             |                                   |
| Axis                    |        |                                        |                                             |                                   |
| Allies                  |        |                                        |                                             |                                   |
| World War II            |        |                                        |                                             |                                   |
| Lend-Lease              |        |                                        |                                             |                                   |
| Lesson 2: The Home Front |      |                                        |                                             |                                   |
| Places:                 |        |                                        |                                             |                                   |
| Los Alamos, New Mexico  |        |                                        |                                             |                                   |
| People:                 |        |                                        |                                             |                                   |
| Benjamin O. Davis, Jr.  |        |                                        |                                             |                                   |
| Albert Einstein         |        |                                        |                                             |                                   |
| Vocabulary: rationing   |        |                                        |                                             |                                   |
| Tuskegee Airmen         |        |                                        |                                             |                                   |
| Manhattan Project       |        |                                        |                                             |                                   |</p>
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| **Lesson 3:** The World at War | 5 days | **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) | **Resources:**  
  - Workbook, pp. 77, 78  
  - Transparency 11  
  - Every Student Learns Guide, pp. 134-137  
  - Quick Study, pp. 68-69  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 359  
  - Leveled Practice, TE p. 362 | **5-R1.9** Demonstrate the ability to draw conclusions and make inferences.  
**5-R1.12** Demonstrate the ability to analyze fact and opinion.  
**5-C2.4** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
**5-C3.4** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |
| **Places:**  
  - Normandy, France  
  - Iwo Jima, Japan  
  - Hiroshima, Japan | 5 days | **5.4.6** Summarize key developments in technology, aviation, weaponry, and communication and explain their effects on World War II and the economy of the United States. (P, E, H) |  |  |
| **People:**  
  - Chester Nimitz  
  - Dwight D. Eisenhower  
  - George S. Patton  
  - Douglas MacArthur  
  - Harry S. Truman  
  - Anne Frank | 5 days |  |  |  |
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Lesson 1: The World Divided

Pacing: 3 days

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, policies, and world trade. (P, G, E, H)

Resources:
- Workbook, pp. 84, 85
- Transparency 20
- Every Student Learns Guide, pp. 138-141
- Quick Study, pp. 70-71

Meeting Individual Needs:
- ESL Support, TE pp. 387, 392
- Leveled Practice, TE p. 388

5-R1.11 Demonstrate the ability to analyze cause and effect.

Places:
- East Berlin
- West Berlin
- Moscow

People:
- George C. Marshall

Vocabulary:
- aggressor
- Marshall Plan
- United Nations
- communism
- ideology
- NATO
- Berlin Airlift
- Cold War
- propaganda

South Carolina Social Studies Standards

Scott Foresman Social Studies Unit Resources

South Carolina Reading Standards
<table>
<thead>
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<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
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<td>(continued) primary source secondary source</td>
<td>4 days</td>
<td><strong>5.5.5</strong> 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)</td>
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<tr>
<td><strong>Lesson 2:</strong> Boom Years at Home</td>
<td></td>
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<tr>
<td><strong>Places:</strong> Anaheim, California Detroit, Michigan</td>
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<tr>
<td><strong>People:</strong> Walter Cronkite Edward R. Murrow</td>
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<tr>
<td><strong>Vocabulary:</strong> suburbs AFL-CIO G.I. Bill of Rights consumer credit card commute</td>
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<td></td>
<td><strong>5.4.7</strong> Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, policies, and world trade. (P, G, E, H)</td>
<td><strong>Resources:</strong></td>
<td><strong>Meeting Individual Needs:</strong></td>
<td><strong>5-R1.11</strong> Demonstrate the ability to analyze cause and effect.</td>
</tr>
<tr>
<td></td>
<td><strong>5.5.1</strong> 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)</td>
<td>▪ Workbook, p. 86 ▪ Transparency 20 ▪ Every Student Learns Guide, pp. 142-145 ▪ Quick Study, pp. 72-73 ▪ Leveled Practice, TE p. 400 ▪ ESL Support, TE p. 402</td>
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<td>Scott Foresman Social Studies Unit Resources</td>
<td>South Carolina Reading Standards</td>
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<tr>
<td>Lesson 3: Cold War Conflicts</td>
<td>3 days</td>
<td>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)</td>
<td></td>
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<tr>
<td>Places:</td>
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<td>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)</td>
<td></td>
<td>5-R1.11 Demonstrate the ability to analyze cause and effect.</td>
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<tr>
<td>People:</td>
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<td>Resources:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Workbook, p. 87</td>
<td></td>
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<td>• Transparency 6</td>
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<td></td>
<td>• Every Student Learns Guide, pp. 146-149</td>
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<td>• Quick Study, pp. 74-75</td>
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<td><strong>Meeting Individual Needs:</strong></td>
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<td></td>
<td>• Leveled Practice, TE p. 407</td>
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<td>• ESL Support, TE p. 410</td>
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<tr>
<td>Vocabulary:</td>
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<tr>
<td>Korean War</td>
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<td>Red Scare</td>
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<td>arms race</td>
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<td>Cuban Missile Crises</td>
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<tr>
<td>Berlin Wall</td>
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</tbody>
</table>
**Grade Five:** Growth of a Nation  
**Unit 5:** Challenges at Home and Abroad  
**Chapter 10:** A Changing Nation  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level 3, 2, 1, Blast Off!  
- On-Level Rockets and Satellites  
- Advanced The Cold War and the Space Race

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 1:** African American and Civil Rights  
**Places:** Montgomery, Alabama  
Greensboro, North Carolina  
**People:** Jackie Robinson, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., Malcolm X  
| 4 days | 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) | **Resources:**  
- Workbook, p. 91  
- Transparency 20  
- Every Student Learns Guide, pp. 150-153  
- Quick Study, pp. 76-77  
**Meeting Individual Needs:**  
- ESL Support, TE p. 422  
- Leveled Practice, TE p. 424 | 5-R1.11 Demonstrate the ability to analyze cause and effect. |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: civil rights passive resistance</td>
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</tbody>
</table>
| Lesson 2: The Cold War Continues | 3 days | 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) | Resources:  
- Workbook, p. 92  
- Transparency 6  
- Every Student Learns Guide, pp. 154-157  
- Quick Study, pp. 78-79 | 5-R1.11 Demonstrate the ability to analyze cause and effect. |
<p>| Places: North Vietnam South Vietnam | | | | |
| Vocabulary: space race Vietnam Conflict guerrilla warfare | | | | |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 3: Years of Change | 3 days | **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) | ▪ Workbook, p. 93  
▪ Transparency 20  
▪ Every Student Learns Guide, pp. 158-161  
▪ Quick Study, pp. 80-81  
**Meeting Individual Needs:**  
▪ Leveled Practice, TE p. 440  
▪ ESL Support, TE p. 442 | **5-R1.11** Demonstrate the ability to analyze cause and effect. |
| **Places:** New York, New York |        |                                        |                                           |                                |
| **People:** Sandra Day O’Connor  
Phyllis Schlafly  
Cesar Chavez  
Dolores Huerta  
Rachael Carson |        |                                        |                                           |                                |
| **Vocabulary:** National Organization for Women  
United Farm Workers of America  
Americans with Disabilities Act |        |                                        |                                           |                                |
### Lesson Titles/ Vocabulary
(continued)
Equal Employment Opportunity Commission
Earth Day
Environmental Protection Agency

### Pacing

<table>
<thead>
<tr>
<th>Lesson 4: Changing World, Changing Roles</th>
<th>3 days</th>
</tr>
</thead>
</table>

#### Places:
Middle East
Afghanistan
Kuwait

#### People:
Gerald Ford
Jimmy Carter
Ronald Reagan
Mikhail Gorbachev
George Bush
Condoleezza Rice
Colin Powell
Bill Clinton

### South Carolina Social Studies Standards

#### 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)

#### 5.6.1 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)

### Scott Foresman Social Studies Unit Resources

- Workbook, pp. 94, 95
- Transparency 17
- Every Student Learns Guide, pp. 162-165
- Quick Study, pp. 82-83

### Meeting Individual Needs:
- Leveled Practice, TE p. 447
- ESL Support, TE p. 450

### South Carolina Reading Standards

#### 5-R1.11 Demonstrate the ability to analyze cause and effect.
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tbody>
<tr>
<td>(continued) Madeline Albright George W. Bush</td>
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<tr>
<td>Vocabulary: arms control Persian Gulf War Internet map projection</td>
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<td><strong>5.6.3</strong> Explain how technological innovations have changed daily life in the United States since early 1990's, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)</td>
<td></td>
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</tbody>
</table>
Grade Five: Growth of a Nation
Unit 6: Moving into the Twenty-first Century
Chapter 11: The United States Today
Scott Foresman Social Studies Leveled Readers:
   Below-Level  The Heroes of 9/11
   On-Level  When Everyone Became a Hero
   Advanced  After the Attack

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 1: The Fifty States | 3 days | 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) | Resources:  
  - Workbook, pp. 101, 102  
  - Transparency 5  
  - Every Student Learns Guide, pp. 166-169  
  - Quick Study, pp. 84-85  
  Meeting Individual Needs:  
  - ESL Support, TE p. 473  
  - Learning Styles, TE p. 475  
  - Leveled Practice, TE p. 476 | 5-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
5-C1.11 Demonstrate the ability to summarize conversations and discussions.  
5-C2.2 Demonstrate the ability to summarize conversations and discussions.  
5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. |

Places:  
Northeast  
Southeast  
Midwest  
Southwest  
West

People:  
Esmeralda  
Santiago

Vocabulary:  
region  
Sunbelt  
ideals  
edemic group  
distribution  
map  
population  
density  
map
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 2: Government of the People** | 4 days | **Reviews Grade 4**  
4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the check and balances that the Constitution provides among the branches. (P, H)  
**Reviews Grade 4**  
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 limit the powers of government. (P, H) | Resources:  
- Workbook, p. 103  
- Transparency 6  
- Every Student Learns Guide, pp. 170-173  
- Quick Study, pp. 86-87  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 484 | 5-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
5-C1.11 Demonstrate the ability to summarize conversations and discussions.  
5-C2.2 Demonstrate the ability to summarize conversations and discussions.  
5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. |
| **Places:** Washington, D.C. |  |  |  |  |
| **People:** Sandra O’Connor |  |  |  |  |
| **Vocabulary:** democracy  
popular sovereignty  
citizen  
electoral college  
Legislative Branch  
Executive Branch  
Judicial Branch |  |  |  |  |

*Grade Five*
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 3:** Economy and Trade | 4 days | 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) | Resources:  
- Workbook, pp. 104, 105  
- Transparency 19  
- Every Student Learns Guide, pp. 174-177  
- Quick Study, pp. 88-89  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 491  
- ESL Support, TE p. 493 | 5-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
5-C1.11 Demonstrate the ability to **summarize** conversations and discussions.  
5-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
5-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources.** |
| **Places:** Boston, Massachusetts | | | | |
| **People:** An Wang | | | | |
| **Vocabulary:** supply demand producer opportunity cost export import North American Free Trade Agreement globalization interdependence research | | 5.6.3 Explain how technological innovations have changed daily life in the United States since early 1990’s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H) | | |
| | | 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) | | |
**Lesson Titles/ Vocabulary**

<table>
<thead>
<tr>
<th>Lesson 1: New Dangers</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Places:** Afghanistan, Iraq | 4 days | 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) | **Resources:**  
- Workbook, p. 109  
- Transparency 6  
- Every Student Learns Guide, pp. 178-181  
- Quick Study, pp. 90-91  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 505  
- ESL Support, TE p. 507 | 5-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
5-C1.11 Demonstrate the ability to **summarize** conversations and discussions.  
5-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
5-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**. |
| **People:** Rudolph Giuliani, George W. Bush, Osama bin Laden, Saddam Hussein, Condoleezza Rice, Daniel Libeskind | | | | |

**Grade Five: Growth of a Nation**

**Unit 6: Moving into the Twenty-first Century**

**Chapter 12: Global Challenges**

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: The Heroes of 9/11
- On-Level: When Everyone Became a Hero
- Advanced: After the Attack
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued) Vocabulary: terrorist weapons of mass destruction</td>
<td>4 days</td>
<td>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) 5.6.3 Explain how technological innovations have changed daily life in the United States since early 1990’s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)</td>
<td>Resources:  ▪ Workbook, pp. 110, 111  ▪ Transparency 1  ▪ Every Student Learns Guide, pp. 182-185  ▪ Quick Study, pp.92-93  Meeting Individual Needs:  ▪ Leveled Practice, TE pp. 513, 515  ▪ ESL Support, TE p. 517</td>
<td>5-R1.4 Demonstrate the ability to summarize and paraphrase texts.  5-C1.11 Demonstrate the ability to summarize conversations and discussions.  5-C2.2 Demonstrate the ability to summarize conversations and discussions.  5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.</td>
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</tbody>
</table>

Lesson 2: Looking Ahead  
People: Jimmy Carter  
Vocabulary: atmosphere global warming artificial intelligence generalization
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tr>
<td>(continued)</td>
<td></td>
<td><strong>5-6.4</strong> Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American pop culture in other places in the world, including music, fashion, food, and movies. (G, H)</td>
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</tbody>
</table>
### Lesson Plan

**Grade Six:** The World  
**Unit 1:** Early Civilizations and Cultures  
**Chapter 1:** Digging Up the Past

#### Scott Foresman Social Studies Leveled Readers:
- **Below-Level** Looking at Prehistory  
- **On-Level** Discovering the Old Stone Age  
- **Advanced** What Archaeology Tells Us About Prehistory

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 1:** Early Gatherers and Hunters | 2 days | **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) | Resources:  
- Workbook, p. 3  
- Transparencies 10, 24  
- Every Student Learns Guide, pp. 2-5  
- Quick Study, pp. 2-3  

Meeting Individual Needs:  
- ESL Support, TE p. 11  
- Leveled Practice, TE p. 15  

6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.  
6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |

**Places:** Clovis  
Tassili  
Beringia  
Monte Verde  
Topper site  

**Vocabulary:**  
prehistory  
archeology  
archaeologist  
artifact  
migrate  
glacier  

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<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tr>
<td>(continued)</td>
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<td>6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.</td>
</tr>
<tr>
<td>Terms:</td>
<td></td>
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<td></td>
<td>6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
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<tr>
<td>Ice Age</td>
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</table>

**Lesson 2: Early Farmers**

**Places:**
Skara Brae

**Vocabulary:**
technology
domesticate
harvest
evacation site
agriculture
surplus
nomad

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>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)</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 days</td>
<td></td>
<td>• Workbook, pp. 4, 5</td>
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<td>• Transparency 11</td>
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<td></td>
<td></td>
<td></td>
<td>• Every Student Learns Guide, pp. 6-9</td>
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<td></td>
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<td>• Quick Study, pp. 4-5</td>
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<td><strong>Meeting Individual Needs:</strong></td>
<td>• Learning Styles, TE p. 19</td>
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<td>• ESL Support, TE p. 21</td>
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<td>• Leveled Practice, TE p. 22</td>
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</table>

|       |       | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.                                                                                                                                                                                                                                                                                                         | 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events. |
|       |       | 6-C1.3 Demonstrate the ability to give accurate directions to others.                                                                                                                                                                                                                                                                                                            | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
Lesson Titles/Vocabulary
(continued)
social division
climate
carbon dating
Terms:
Stone Age
Old Stone Age
New Stone Age

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 day</td>
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<td></td>
<td>6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed</td>
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<td></td>
<td></td>
<td></td>
<td>6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
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</tbody>
</table>
| Lesson 3: Developing Cultures |        | 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) | Resources:  
  - Workbook, p. 6  
  - Transparency 1  
  - Every Student Learns Guide, pp. 10-13  
  - Quick Study, pp. 6-7  
Meeting Individual Needs:  
  - Leveled Practice, TE p. 27  
  - ESL Support, TE p. 29 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences. |
| Places: Cave of the Hands Lascaux Altamira Chauvet |        |                                        |                                             | 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. |
### Lesson Titles/Vocabulary

(continued)

**Vocabulary:**
culture, anthropology, landform, geography, diverse

**Terms:**
Late Stone Age

### South Carolina Social Studies Standards

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### Scott Foresman Social Studies Unit Resources

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### South Carolina Reading Standards

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- **6-C1.3** Demonstrate the ability to give accurate directions to others.

- **6-C2.3** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.

- **6-C3.4** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.

- **6-RS3.1** Demonstrate the ability to classify and organize information by categorizing and sequencing.
Lesson Titles/Vocabulary

Lesson 1: The Fertile Crescent

Places:
Fertile Crescent
Mesopotamia
Uruk
Kish
Lagash
Nippur
Umma
Ur

Vocabulary:
civilization
fertile
plain

Pacing
2 days

South Carolina Social Studies Standards
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)

Scott Foresman Social Studies Unit Resources
Resources:
- Workbook, p. 9
- Transparency 20
- Every Student Learns Guide, pp. 14-17
- Quick Study, pp. 8-9

Meeting Individual Needs:
- Leveled Practice, TE p. 35
- ESL Support, TE p. 36

South Carolina Reading Standards
6-R1.8 Demonstrate the ability to draw conclusions and make inferences.
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.
6-C1.3 Demonstrate the ability to give accurate directions to others.
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<td>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)</td>
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<td>6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
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<td>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)</td>
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<td>6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed</td>
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| **Lesson 2: Mesopotamia** |        | **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) | **Resources:**  
- Workbook, p. 10  
- Transparency 1  
- Every Student Learns Guide, pp. 18-21  
- Quick Study, pp. 10-11  
**Meeting Individual Needs:**  
- ESL Support, TE p. 41  
- Leveled Practice, TE p. 42 | **6-R1.8** Demonstrate the ability to draw conclusions and make inferences. **6-R1.12** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. **6-C1.3** Demonstrate the ability to give accurate directions to others. **6-C2.3** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. **6-C3.4** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed |

**Places:** Sumer Akkad Uruk

**People:** Gilgamesh Sargon Enheduanna Ur-Nammu Shulgi

**Vocabulary:** ziggurat society polytheism scribe cuneiform conquer empire dynasty
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<thead>
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<th>South Carolina Social Studies Standards</th>
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<td>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)</td>
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<td>6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
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| **Lesson 3: Babylonia and Assyria** | 2 days | 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) | Resources:  
- Workbook, p. 11  
- Transparencies 9, 25  
- Every Student Learns Guide, pp. 22-25  
- Quick Study, pp. 12-13  
**Meeting Individual Needs:**  
- ESL Support, TE p. 49  
- Leveled Practice, TE p. 53 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.  
6-C1.3 Demonstrate the ability to give accurate directions to others.  
6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |
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<td><strong>6-C3.4</strong> Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed</td>
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| **Lesson 4:** Hebrews, Phoenicians, and Lydians | 2 days | **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) | **Resources:**  
- Workbook, pp. 12, 13  
- Transparencies 1, 26  
- Every Student Learns Guide, pp. 26-29  
- Quick Study, pp. 14-15  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 55  
- ESL Support, TE p. 56  
- Learning Styles, TE p. 61 | **6-R1.8** Demonstrate the ability to draw conclusions and make inferences.  
**6-R1.12** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. |
### Lesson Titles/Vocabulary

<table>
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<td><strong>People:</strong> covenant monotheism slavery descendant synagogue barter</td>
<td>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)</td>
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<td><strong>6-C1.3</strong> Demonstrate the ability to give accurate directions to others.</td>
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<tr>
<td><strong>Terms:</strong> Judaism Ten Commandments Torah</td>
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<td><strong>6-C2.3</strong> Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
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<td><strong>6-RS3.1</strong> Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
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# Scott Foresman Social Studies Leveled Readers:

**Below-Level Ideas That Shaped Egyptian Life**

**On-Level Life and Beliefs in Ancient Egypt**

**Advanced Egyptian Mythology and Everyday Life**

<table>
<thead>
<tr>
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| **Lesson 1: The Lifeline of the Nile** | 2 days | 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) | Resources:  
  - Workbook, pp. 18, 19  
  - Transparencies 6, 27  
  - Every Student Learns Guide, pp. 30-33  
  - Quick Study, pp. 16-17  
 **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 79  
  - Learning Styles, TE p. 80  
  - ESL Support, TE p. 81 | 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
 6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.  
 6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
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<td>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)</td>
<td>6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. 6-RS2.4 Demonstrate the ability to <strong>summarize</strong> the information that he or she has gathered.</td>
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<tr>
<td>Lesson 2: Life in Egypt</td>
<td>2 days</td>
<td>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,</td>
<td>Resources:  • Workbook, p. 20  • Transparency 6  • Every Student Learns Guide, pp. 34-37  • Quick Study, pp. 18-19  <strong>Meeting Individual Needs:</strong>  • Leveled Practice, TE pp. 86, 88  • Learning Styles, TE pp. 87, 90  • ESL Support, TE p. 89</td>
<td>6-R1.4 Demonstrate the ability to <strong>summarize</strong> and <strong>paraphrase</strong> texts. 6-C1.17 Demonstrate the ability to <strong>summarize</strong> conversations and discussions. 6-C2.2 Demonstrate the ability to <strong>summarize</strong> conversations and discussions.</td>
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<td>Places: Giza Deir el-Moedina</td>
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<td>People: Menes Manetho Khufu Hatshepsut Akhenaten</td>
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Grade Six 245
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<td>(continued) Vocabulary: unify pharaoh hieroglyphics pyramid mummy economy</td>
<td>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)</td>
<td>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)</td>
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| Lesson 3: Nubia and Egypt | 1 day  | 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) | Resources:  
- Workbook, p. 21  
- Transparency 6  
- Every Student Learns Guide, pp. 38-41  
- Quick Study, pp. 20-21  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 93  
- ESL Support, TE p. 94  
- Learning Styles, TE p. 95 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. |
| Places: Nubia Meroë Kish Napata | 1 day | 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 | |
| People: Thutmose III Kashta Piankhi Amanirenas | 1 day | 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 | |
| Vocabulary: independent | 1 day | Resources:  
- Workbook, p. 21  
- Transparency 6  
- Every Student Learns Guide, pp. 38-41  
- Quick Study, pp. 20-21  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 93  
- ESL Support, TE p. 94  
- Learning Styles, TE p. 95 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
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<td>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)</td>
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**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)
Grade Six: The World
Unit 2: Early Civilizations in Africa and Asia
Chapter 4: Ancient China

Scott Foresman Social Studies Leveled Readers:
   Below-Level  Ideas That Shaped Egyptian Life
   On-Level    Life and Beliefs in Ancient Egypt
   Advanced   Egyptian Mythology and Everyday Life

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</tr>
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| Lesson 1: The Geography of China | 2 days | 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) | Resources:
   • Workbook, pp. 24, 25
   • Transparency 6
   • Every Student Learns Guide, pp. 42-45
   • Quick Study, pp. 22-23
Meeting Individual Needs:
   • ESL Support, TE p. 101
   • Learning Styles, TE p. 102
   • Leveled Practice, TE p. 103 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.
   6-C1.17 Demonstrate the ability to summarize conversations and discussions.
   6-C2.2 Demonstrate the ability to summarize conversations and discussions.
   6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
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<td>6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.</td>
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</table>

Grade Six

250
<table>
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| **Lesson 2:** China's Past Places: Anyang | 2 days | 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) | Resources:  
- Workbook, p. 26  
- Transparencies 6, 28  
- Every Student Learns Guide, pp. 46-49  
- Quick Study, pp. 24-25  
**Meeting Individual Needs:**  
- ESL Support, TE p. 108  
- Leveled Practice, TE p. 109  
- Learning Styles, TE p. 111 | 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.  
6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered. |
<p>| <strong>People:</strong> Shi Huangdi Gaozu Wu Di Sima Qian Ban Zhao | | | | |
| <strong>Vocabulary:</strong> pictograph oracle bone province ancestor civil service middleman | | | | |
| <strong>Terms:</strong> Shang dynasty Bronze Age Zhou dynasty Qin dynasty Great Wall Han dynasty Silk Road | | | | |</p>
<table>
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<td>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)</td>
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Grade Six 252
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
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</table>
| **Lesson 3:** Legacy of Thought | 1 day  | **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) | Resources:  
  - Workbook, p. 27  
  - Transparency 6  
  - Every Student Learns Guide, pp. 50-53  
  - Quick Study, pp. 26-27  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 115  
  - Leveled Practice, TE p. 116 | 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.  
6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered. |

**Places:** Lu Province  
**People:** Confucius, Mencius, Laozi  
**Vocabulary:** nobility  
**Terms:** Book of Documents, Analects, Confucianism, Mandate of Heaven, Daoism
Grade Six: The World
Unit 2: Early Civilizations in Africa and Asia
Chapter 5: Ancient India and Persia
Scott Foresman Social Studies Leveled Readers:
  Below-Level Ideas That Shaped Egyptian Life
  On-Level Life and Beliefs in Ancient Egypt
  Advanced Egyptian Mythology and Everyday Life

<table>
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<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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</tr>
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</table>
| Lesson 1: Geography of South Asia | 2 days | 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) | Resources:  
  - Workbook, p. 30  
  - Transparency 6  
  - Every Student Learns Guide, pp. 54-57  
  - Quick Study, pp. 28-29  
  Meeting Individual Needs:  
  - ESL Support, TE p. 124  
  - Leveled Practice, TE p. 125 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |

Places:
  Mount Everest
  Indo-Ganges Plain
  Indus River Valley
  Harappa
  Deccan Plateau
  Western Ghats
  Eastern Ghats

Vocabulary:
  subcontinent
  monsoon season
  subsistence farming
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<td>6.1.4</td>
<td>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)</td>
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| Lesson 2: India and Persia | 2 days | 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) | Resources:  
- Workbook, p. 31  
- Transparencies 6, 29  
- Every Student Learns Guide, pp. 58-61  
- Quick Study, pp. 30-31 | 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts. |
| Places: Harappa Mohenjo-Daro | | | Meeting Individual Needs:  
- ESL Support, TE p. 130  
- Learning Styles, TE p. 131  
- Leveled Practice, TE p. 134 | 6-C1.17 Demonstrate the ability to **summarize** conversations and discussions. |
<p>| People: Cyrus II Darius I Chandragupta Maurya Ashoka | | | 6-C2.2 Demonstrate the ability to <strong>summarize</strong> conversations and discussions. |
| Vocabulary: brahmin sudra | | | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| Terms: Sanskrit Vedas Zoroastrianism | | | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| | | | 6-RS2.4 Demonstrate the ability to <strong>summarize</strong> the information that he or she has gathered. |</p>
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| **Lesson 3:** Hinduism   | 1 day  | 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) | Resources:  
  - Workbook, p. 32  
  - Transparencies 6, 30  
  - Every Student Learns Guide, pp. 62-65  
  - Quick Study, pp. 32-33  
  **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 137  
  - ESL Support, TE p. 138 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
 6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. |
| **Places:** Ganges River |        |                                        |                                          |                                  |
| **Vocabulary:** reincarnation caste |        |                                        |                                          |                                  |
| **Terms:** Hinduism  
  Rig Veda  
  Brahman  
  dharma |        |                                        |                                          |                                  |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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| Lesson 4: Buddhism       | 2 days | 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) | Resources:  
  - Workbook, pp. 33, 34  
  - Transparencies 6, 31  
  - Every Student Learns Guide, pp. 66-69  
  - Quick Study, pp. 34-35  
Meeting Individual Needs:  
  - ESL Support, TE p. 142  
  - Leveled Practice, TE p. 143 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. |

Places: Bodh Gaya

Vocabulary: meditation, enlightenment

Terms: Buddhism, the Buddha, Four Noble Truths, Eightfold Path
### Lesson Titles/ Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: Geography of Mesoamerica</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
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</table>
| Places:                          |        | 6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P) | Resources:  
  - Workbook, pp. 39, 40  
  - Transparency 13  
  - Every Student Learns Guide, pp. 70-73  
  - Quick Study, pp. 36-37  
 **Meeting Individual Needs:**  
  - Leveled Practice, TE p. 163  
  - ESL Support, TE p. 164 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
 6-R1.15 Continue detecting bias and identifying propaganda techniques.  
 6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts. |
| Vocabulary: peninsular cenote | 2 days  |  |  |  |

Grade Six: The World  
Unit 3: Early Civilizations in the Americas  
Chapter 6: Mesoamerican Civilizations  
Scott Foresman Social Studies Leveled Readers:  
- Below-Level Where Did They Come From? Where Did They Go?  
- On-Level Mysteries of the Ancient Americans  
- Advanced The Early Americans' Unsolved Mysteries
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
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<td>6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.</td>
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<td>6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.</td>
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| Lesson 2: The Olmec and the Maya | 2 days | 6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Inca civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P) | Resources:  
• Workbook, p. 41  
• Transparencies 13, 32  
• Every Student Learns Guide, pp. 74-77  
• Quick Study, pp. 38-39  
**Meeting Individual Needs:**  
• Leveled Practice, TE p. 169  
• ESL Support, TE p. 171 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
6-R1.15 Continue detecting **bias** and identifying **propaganda techniques**.  
6-R2.2 Demonstrate the ability to compare and contrast **conflict** in a variety of literary works.  
6-R2.4 Demonstrate the ability to compare and contrast **theme** in a variety of texts.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
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<td>Lesson 3: The Aztecs</td>
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<td>6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec civilization in Mexico, including their forms of government and their contributions in</td>
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<tr>
<td>Places: Valley of Mexico</td>
<td>3 days</td>
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<td>• Workbook, p. 42</td>
<td>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</td>
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<td>Lake Texcoco</td>
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<td>• Transparencies 1, 33</td>
<td>6-R1.15 Continue detecting bias and identifying propaganda techniques.</td>
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<td>Tenochtitlan</td>
<td></td>
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<td>• Every Student Learns Guide, pp. 78-81</td>
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<td>• Quick Study, pp. 40-41</td>
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<td><strong>Meeting Individual Needs:</strong></td>
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<td>• Leveled Practice, TE p. 175</td>
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<td>• ESL Support, TE p. 176</td>
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<td>• Learning Styles, TE p. 177</td>
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<td>(continued) People: Moctezuma I Moctezuma II Hernando Cortés Vocabulary: mercenary chinampa causeway alliance</td>
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<td>mathematics, astronomy, and architecture. (H, G, E, P)</td>
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<td>6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.</td>
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<td>6-C3.7 Begin analyzing <strong>nonprint sources</strong> for accuracy, <strong>bias</strong>, <strong>intent</strong>, and <strong>purpose</strong>.</td>
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**Grade Six: The World**  
**Unit 3: Early Civilizations in the Americas**  
**Chapter 7: The Early Peoples of South America**  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: Where Did They Come From? Where Did They Go?  
- On-Level: Mysteries of the Ancient Americans  
- Advanced: The Early Americans' Unsolved Mysteries

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
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</table>
| Lesson 1: Geography of South America Places: Amazon River Amazon rain forest Pantanal Andes Mountains Altiplano Lake Titicaca Guiana Highlands Pampas Vocabulary: wetland biome scrub land archipelago | 1 day | 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) | Resources:  
- Workbook, p. 45  
- Transparency 13  
- Every Student Learns Guide, pp. 82-85  
- Quick Study, pp. 42-43  
Meeting Individual Needs:  
- ESL Support, TE p. 188  
- Leveled Practice, TE p. 189 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
6-R1.15 Continue detecting bias and identifying propaganda techniques.  
6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts. |
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| Lesson 2: The Chavin and the Mochica Places: Peru Chavin Moche Valley | 2 days | **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) | Resources:  
  - Workbook, pp. 46, 47  
  - Transparency 1  
  - Every Student Learns Guide, pp. 86-89  
  - Quick Study, pp. 44-45  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 191  
  - Leveled Practice, TE p. 192  
  - Learning Styles, TE p. 193 | **6-R1.14** Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**6-R1.15** Continue detecting bias and identifying propaganda techniques.  
**6-R2.2** Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
**6-R2.4** Demonstrate the ability to compare and contrast theme in a variety of texts.  
**6-C1.14** Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
**6-C2.3** Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |
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<thead>
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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| **Lesson 3:**            | 2 days | **6.4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations,** | **Resources:**
| **The Inca**             |        |                                        | • Workbook, p. 48  
| **Places:**              |        |                                        | • Transparencies 1, 34  
| Machu Picchu            |        |                                        | • Every Student Learns Guide, pp. 90-93  
| Cuzco                    |        |                                        | • Quick Study, pp. 46-47  | **6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.** |
|                          |        |                                        |                                             |                                 |
| **6-C3.4**               |        |                                        | **6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.** |
|                          |        |                                        |                                             |                                 |
| **6-C3.5**               |        |                                        | **6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.** |
|                          |        |                                        |                                             |                                 |
| **6-C3.6**               |        |                                        | **6-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in a variety of nonprint sources.** |
|                          |        |                                        |                                             |                                 |
| **6-C3.7**               |        |                                        | **6-C3.7 Begin analyzing nonprint sources for accuracy, bias, intent, and purpose.** |

Grade Six 269
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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| (continued) People:     |        | including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P) | • Meeting Individual Needs:  
  • ESL Support, TE p. 197  
  • Learning Styles, TE p. 199  
  • Leveled Practice, TE p. 200 | 6-R1.15 Continue detecting bias and identifying propaganda techniques.  
  6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
  6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.  
  6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
  6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.  
  6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. |

Vocabulary: quipu
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Lesson Titles/Vocabulary | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
---|---|---|---|---
**Lesson 1: Geography of North America** | 1 day | **Reviews Grade 4 4-2.2** Compare the everyday life, physical environment, and culture of major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H) | Resources:  
- Workbook, p. 51  
- Transparency 13  
- Every Student Learns Guide, pp. 94-97  
- Quick Study, pp. 48-49  
**Meeting Individual Needs:**  
- Learning Styles, TE p. 209  
- ESL Support, TE p. 210  
- Leveled Practice, TE p. 211 | **6-R1.14** Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
**6-R1.15** Continue detecting bias and identifying **propaganda techniques**.  
**6-R2.2** Demonstrate the ability to compare and contrast **conflict** in a variety of literary works.  
**6-R2.4** Demonstrate the ability to compare and contrast **theme** in a variety of texts.
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<tr>
<td>Vocabulary: basin and range tributary tundra arid</td>
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| Lesson 2: The Southwestern Peoples Places: Snaketown | 2 days | 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) | Resources:  
  - Workbook, pp. 52, 53  
  - Transparency 13  
  - Every Student Learns Guide, pp. 98-101  
  - Quick Study, pp. 50-51  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 215  
  - ESL Support, TE p. 214 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
6-R1.15 Continue detecting bias and identifying propaganda techniques.  
6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
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| Lesson 3: The Mound Builders | 1 day | 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) | Resources:  
- Workbook, p. 54  
- Transparency 13  
- Every Student Learns Guide, pp. 102-105  
- Quick Study, pp. 52-53  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 219  
- ESL Support, TE p. 221 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.  
6-R1.15 Continue detecting bias and identifying propaganda techniques.  
6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.  
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. |

**Places:** Great Serpent Mound Cahokia

**Vocabulary:** burial mound wattle wigwam temple mound
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</table>
Lesson 4: Early Canadians

Places: Canada
Nunavut
Great Lakes

People: Deganawidah

Vocabulary: snowhouse
sod house
long house

Lesson Titles/Vocabulary | Pacing | South Carolina Social Studies Standards | Scott Foresman Social Studies Unit Resources | South Carolina Reading Standards
--- | --- | --- | --- | ---
Reviews Grade 4 4-2.2 Compare the everyday life, physical environment, and culture of major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H) | Resources:
- Workbook, pp. 55, 56
- Transparency 13
- Every Student Learns Guide, pp. 106-109
- Quick Study, pp. 54-55
Meeting Individual Needs:
- Leveled Practice, TE p. 223
- ESL Support, TE p. 224 | 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R1.15 Continue detecting bias and identifying propaganda techniques.
6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.
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6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
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### Lesson Titles/ Vocabulary

**Lesson 1:**
The Geography of Greece  

**Places:**
- Balkan Peninsula  
- Mediterranean Sea  
- Aegean Sea  
- Asia Minor  
- Ionian Sea  
- Crete  
- Mycenae  

**People:**
- Plato  
- King Minos  

**Vocabulary:**
- agora  
- plunder

<table>
<thead>
<tr>
<th>Subject</th>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
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| **Lesson 1:**| 2 days | 6.2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concepts 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) | Resources:  
- Workbook, p. 61  
- Transparency 1  
- Every Student Learns Guide, pp. 110-113  
- Quick Study, pp. 56-57  

**Meeting Individual Needs:**  
- ESL Support, TE p. 247  
- Leveled Practice, TE p. 249 | 6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the theme in a variety of texts. |
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| **Lesson 2:** The Greek City-States | 2 days     | 6.2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concepts 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) | Resources:  
• Workbook, pp. 62, 63  
• Transparency 13  
• Every Student Learns Guide, pp. 114-117  
• Quick Study, pp. 58-59  
**Meeting Individual Needs:**  
• ESL Support, TE p. 253  
• Leveled Practice, TE p. 255  
• Learning Styles, TE p. 258 | 6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the theme in a variety of texts. |
| **Places:** Troy  
Mount Olympus  
Athens  
Sparta |           |                                             |                                                 |                                    |
| **People:** Homer  
Pericles |           |                                             |                                                 |                                    |
| **Vocabulary:** myth  
immortal  
aristocracy  
democracy |           |                                             |                                                 |                                    |
| **Terms:** oral tradition  
Assembly  
helot |           |                                             |                                                 |                                    |
| **Events:** Trojan War  
Olympic Games |           |                                             |                                                 |                                    |
Lesson 3: The Golden Age of Athens

**Places:**
- Athens
- Marathon
- Salamis
- Thebes
- Macedonia

**People:**
- Socrates
- Aristotle

**Vocabulary:**
- marathon
- philosopher
- reason
- plague
- mercenary

**Terms:**
- Golden Age
- Socratic method
- Delian League

**Events:**
- Peloponnesian War

<table>
<thead>
<tr>
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- Workbook, p. 64  
- Transparency 1  
- Every Student Learns Guide, pp. 118-121  
- Quick Study, pp. 60-61  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 261  
- ESL Support, TE p. 262 | 6-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the **theme** in a variety of texts. |
# Lesson 4:
Alexander the Great

**Places:**
Alexandria

**People:**
- Alexander
- Hippocrates
- Archimedes
- Pythagoras
- Euclid

**Terms:**
- Hellenistic Age

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- Workbook, p. 65  
- Transparencies 20, 35  
- Every Student Learns Guide, pp. 122-125  
- Quick Study, pp. 62-63  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 268  
- ESL Support, TE p. 267 | 6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the theme in a variety of texts. |

Grade Six 283
Grade Six: The World
Unit 4: Mediterranean Empires
Chapter 10: Ancient Rome

Scott Foresman Social Studies Leveled Readers:
- Below-Level: Buildings in Greece and Rome
- On-Level: Building Ancient Greece and Rome
- Advanced: Greek and Roman Architecture

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<thead>
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| Lesson 1: Rome’s Beginnings | 2 days | 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) | Resources:  
- Workbook, pp. 68, 69  
- Transparency 1  
- Every Student Learns Guide, pp. 126-129  
- Quick Study, pp. 64-65  
**Meeting Individual Needs:**  
- ESL Support, TE pp. 277, 279  
- Leveled Practice, TE p. 278 | 6-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the **theme** in a variety of texts. |
| Places:  
- Tiber River  
- Italian Peninsula  
- Mediterranean Sea  
- Rome | | | | |
| People:  
- Tarquin  
- Junius Brutus | | | | |
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| Lesson 2: The Roman Republic | 2 days | **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) | Resources:  
- Workbook, p. 70  
- Transparency 1  
- Every Student Learns Guide, pp. 130-133  
- Quick Study, pp. 66-67  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 283  
- ESL Support, TE p. 284  
- Learning Styles, TE p. 287 | **6-R1.7** Demonstrate the ability to analyze the **main idea** of a particular text.  
**6-R2.4** Demonstrate the ability to compare and contrast the **theme** in a variety of texts. |
<p>| Places: Carthage Rome |        |                                         |                                             |                                  |
| People: Regulus Hannibal Scipio Julius Caesar |        |                                         |                                             |                                  |
| Vocabulary: patrician plebeian republic representative Senate consul dictator tribune patriotism caesar |        |                                         |                                             |                                  |
| Terms: Appian Way |        |                                         |                                             |                                  |
| Events: The Punic Wars |        |                                         |                                             |                                  |</p>
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| **Lesson 3:** The Roman Empire | 2 days | **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) | Resources:  
- Workbook, p. 71  
- Transparencies 23, 36  
- Every Student Learns Guide, pp. 134-137  
- Quick Study, pp. 68-69 | **6-R1.7** Demonstrate the ability to analyze the **main idea** of a particular text.  
**6-R2.4** Demonstrate the ability to compare and contrast the **theme** in a variety of texts. |
<p>| <strong>Places:</strong> Colosseum | | | | |
| <strong>People:</strong> Augustus Caligula Claudius Nero Marcus Aurelius Seneca | | | | |
| <strong>Vocabulary:</strong> emperor gladiator | | | | |
| <strong>Terms:</strong> Pax Romana | | | | |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 4: The Rise of Christianity | 1 day | **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) | Resources:  
- Workbook, p. 72  
- Transparencies 1, 37  
- Every Student Learns Guide, pp. 138-141  
- Quick Study, pp. 70-71  
**Meeting Individual Needs:**  
- ESL Support, TE p. 295  
- Leveled Practice, TE p. 296 | 6-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.  
6-R2.4 Demonstrate the ability to compare and contrast the **theme** in a variety of texts. |

**Places**  
Palestine  
Nazareth

**People**  
Jesus  
Peter  
Paul  
Constantine  
Theodosius

**Vocabulary**  
catacomb  
synagogue  
disciple  
persecute

**Terms**  
Christianity  
New Testament  
Gospels  
Apostle  
 Messiah
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| **Lesson 5:** Rise and Fall | 2 days | 6.2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concepts 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) | Resources:  
- Workbook, p. 73  
- Transparencies 20, 38  
- Every Student Learns Guide, pp. 142-145  
- Quick Study, pp. 72-73  
Meeting Individual Needs:  
- ESL Support, TE p. 299  
- Leveled Practice, TE p. 303  
- Learning Styles, TE p. 304 | 6-R1.7 Demonstrate the ability to analyze the main idea of a particular text. |
<p>| <strong>Places:</strong> Byzantium Constantinople |        |                                          |                                            | 6-R2.4 Demonstrate the ability to compare and contrast the theme in a variety of texts. |
| <strong>People:</strong> Commodus Diocletian Romulus Augustulus |        |                                          |                                            |                                  |
| <strong>Vocabulary:</strong> auction pope pillage vandal |        |                                          |                                            |                                  |
| <strong>Terms:</strong> Byzantine Empire Byzantine Orthodox Church Roman Catholic Church |        |                                          |                                            |                                  |</p>
<table>
<thead>
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued)</td>
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<td><strong>6.2.4</strong> 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)</td>
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</tbody>
</table>
**Grade Six: The World**  
**Unit 5:** The Medieval World  
**Chapter 11:** Byzantine Empire and Ancient Arabia  
**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: House, Church, Castle  
- On-Level: Medieval Buildings  
- Advanced: The Architecture of the Middle Ages

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
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| Lesson 1: Geography of the Byzantine Empire | 1 day | 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) | Resources:  
- Workbook, p. 78  
- Transparency 9  
- Every Student Learns Guide, pp. 146-149  
- Quick Study, pp. 74-75  
**Meeting Individual Needs:**  
- ESL Support, TE p. 323  
- Leveled Practice, TE p. 325 | 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events.  
6-C1.3 Demonstrate the ability to give accurate directions to others.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| Places:  
Constantinople  
Bosporus  
Black Sea  
Sea of Marmara  
Byzantium  
Hippodrome | | | | |
| Vocabulary:  
hippodrome | | | | |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued)</td>
<td></td>
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<td></td>
<td>6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.</td>
</tr>
</tbody>
</table>
| **Lesson 2:**            | 1 day  | 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) | Resources:  
  - Workbook, p. 79  
  - Transparency 9  
  - Every Student Learns Guide, pp. 150-153  
  - Quick Study, pp. 76-77  
  Meeting Individual Needs:  
    - Leveled Practice, TE p. 327  
    - ESL Support, TE p. 328 | 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events. |
<p>| The Greatness of the Byzantine Empire |        |                                         |                                             | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
| <strong>Places:</strong>              |        |                                         |                                             | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| Hagia Sophia Constantinople |        |                                         |                                             | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| <strong>People:</strong>              |        |                                         |                                             | 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |
| Justinian Theodora       |        |                                         |                                             |                                      |
| <strong>Vocabulary:</strong>          |        |                                         |                                             |                                      |
| cathedral                |        |                                         |                                             |                                      |
| icon                     |        |                                         |                                             |                                      |
| <strong>Terms:</strong>               |        |                                         |                                             |                                      |
| Justinian Code           |        |                                         |                                             |                                      |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 3: Development of Islam</td>
<td>1 day</td>
<td>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)</td>
<td>Resources: • Workbook, p. 80 • Transparencies 1, 39 • Every Student Learns Guide, pp. 154-157 • Quick Study, pp. 78-79 Meeting Individual Needs: • ESL Support, TE p. 331 • Leveled Practice, TE p. 333</td>
<td>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.</td>
</tr>
<tr>
<td>Places: Mecca Medinainteresin the development of Islam</td>
<td></td>
<td></td>
<td></td>
<td>6-C1.3 Demonstrate the ability to give accurate directions to others.</td>
</tr>
<tr>
<td>Vocabulary: pilgrimage caravan mosque</td>
<td></td>
<td></td>
<td></td>
<td>6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</td>
</tr>
<tr>
<td>Terms: Islam Quran Muslim caliph</td>
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<td></td>
<td></td>
<td>6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.</td>
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<tr>
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<td>6.4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H)</td>
<td></td>
<td>6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
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<td>Pacing</td>
<td>South Carolina Social Studies Standards</td>
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</table>
| **Lesson 4:** The Islamic World | 2 days | 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) | Resources:  
- Workbook, pp. 81, 82  
- Transparency 20  
- Every Student Learns Guide, pp. 158-161  
- Quick Study, pp. 80-81 | 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. |
| **Places:** Arabian Peninsula Anatolia | | 6.4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H) | Meeting Individual Needs:  
- ESL Support, TE p. 335  
- Leveled Practice, TE p. 337  
- Learning Styles, TE p. 338 | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
| **People:** Ibn Battuta | | | | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| **Vocabulary:** astrolabe | | | | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| | | | | 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |
### Lesson Titles/Vocabulary

<table>
<thead>
<tr>
<th>Lesson 1: Empire of Asia</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Places: Taj Mahal Agra   | 1 day  | 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) | Resources:  
  - Workbook, p. 85  
  - Transparency 10  
  - Every Student Learns Guide, pp. 162-165  
  - Quick Study, pp. 82-83  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 347  
  - Leveled Practice, TE p. 349 | 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.  
6-C1.3 Demonstrate the ability to give accurate directions to others.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| People: Babur Akbar Shan Jahan |        |                                        |                                             |                                   |

**Grade Six:** The World  
**Unit 5:** The Medieval World  
**Chapter 12:** Asian Empires  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: House, Church, Castle  
- On-Level: Medieval Buildings  
- Advanced: The Architecture of the Middle Ages
### Lesson 2: Chinese Dynasties

**Places:**
- Forbidden City
- China
- Mongolia
- Beijing

**People:**
- Wu Hou
- Genghis Khan
- Kublai Khan
- Zheng He

**Terms:**
- Sui dynasty
- Tang dynasty
- Song dynasty
- Mongol (Yuan) dynasty
- Ming dynasty

**Pacing:** 2 days

**South Carolina Social Studies Standards**

**Scott Foresman Social Studies Unit Resources**

**South Carolina Reading Standards**

- **6-RS3.1** Demonstrate the ability to classify and organize information by categorizing and sequencing.

**Lesson 2: Chinese Dynasties**

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)

**Resources:**
- Workbook, p. 86
- Transparencies 1, 40
- Every Student Learns Guide, pp. 166-169
- Quick Study, pp. 84-85

**Meeting Individual Needs:**
- Leveled Practice, TE p. 351
- ESL Support, TE p. 352
- Learning Styles, TE p. 355

- **6-R1.12** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.

- **6-C1.3** Demonstrate the ability to give accurate directions to others.

- **6-RS2.1** Demonstrate the ability to use a variety of resources, including technology, to access information.

- **6-RS2.3** Demonstrate the ability to conduct independent research using available resources, including technology.

- **6-RS3.1** Demonstrate the ability to classify and organize information by categorizing and sequencing.
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 3: The Khmer Places: Cambodia Laos Indochina Peninsula Angkor Angkor Wat | 1 day | **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) | Resources:  
- Workbook, p. 87  
- Transparencies 20, 41  
- Every Student Learns Guide, pp. 170-173  
- Quick Study, pp. 86-87 | **6-R1.12** Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events. |
| **People:** Jayavarman II Suryavarman II | **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) | **Meeting Individual Needs:**  
- Leveled Practice, TE p. 357  
- ESL Support, TE p. 358 | **6-C1.3** Demonstrate the ability to give accurate directions to others. |
<p>| <strong>Vocabulary:</strong> deva-raja absolute power | | | <strong>6-RS2.1</strong> Demonstrate the ability to use a variety of resources, including technology, to access information. |
| | | | <strong>6-RS2.3</strong> Demonstrate the ability to conduct independent research using available resources, including technology. |
| | | | <strong>6-RS3.1</strong> Demonstrate the ability to classify and organize information by categorizing and sequencing. |</p>
<table>
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<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| **Lesson 4:** Japan in Isolation | 2 days | **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) | Resources:  
- Workbook, pp. 88, 89  
- Transparency 20  
- Every Student Learns Guide, pp. 174-177  
- Quick Study, pp. 88-89  
**Meeting Individual Needs:**  
- ESL Support, TE p. 361  
- Leveled Practice, TE pp. 363, 364 | **6-R1.12** Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events.  
**6-C1.3** Demonstrate the ability to give accurate directions to others.  
**6-RS2.1** Demonstrate the ability to use a variety of resources, including technology, to access information.  
**6-RS2.3** Demonstrate the ability to conduct independent research using available resources, including technology.  
**6-RS3.1** Demonstrate the ability to classify and organize information by categorizing and sequencing. |
| **Places:**  
Edo  
Kyoto  
Osaka  
Nagasaki | | | | |
| **People:**  
Murasaki Shikibu  
Toyotomi Hideyoshi  
Tokugawa Ieyasu | | | | |
| **Vocabulary:**  
artistocrat  
samurai  
typhoon  
daimyo  
shogun | | | | |
| **Terms:**  
Tokugawa dynasty  
policy of isolation | | | | |
<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 1: The Geography of Africa | 1 day  | **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) | Resources:  
  - Workbook, p. 92  
  - Transparency 6  
  - Every Student Learns Guide, pp. 178-181  
  - Quick Study, pp. 90-91  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 371  
  - Leveled Practice, TE p. 372 | **6-R1.12** Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events.  
  **6-C1.3** Demonstrate the ability to give accurate directions to others.  
  **6-RS2.1** Demonstrate the ability to use a variety of resources, including technology, to access information.  
  **6-RS2.3** Demonstrate the ability to conduct independent research using available resources, including technology. |
<p>| Places: Sahara, Atlas Mountains, Great Rift Valley, Mount Kilimanjaro | | | | |
| Vocabulary: savanna | | | | |
| Terms: Bantu | | | | |</p>
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued)</td>
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<td>6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.</td>
</tr>
</tbody>
</table>
| Lesson 2: West African Kingdoms |        | 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) | Resources:  
• Workbook, p. 93  
• Transparencies 6, 42  
• Every Student Learns Guide, pp. 182-185  
• Quick Study, pp. 92-93  
**Meeting Individual Needs:**  
• ESL Support, TE p. 375  
• Leveled Practice, TE p. 376  
• Learning Styles, TE p. 377 | 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. |
| Places: Ghana  
Koumbi  
Mali  
Timbuktu  
Jenne-jenno  
Gao | 2 days |                                        |                                              | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
| People: Sumanguru  
Sundiata  
Mansa Musa  
Sonni Ali |                                        |                                              |                                              | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
<p>| Vocabulary: griot |                                        |                                              |                                              | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
|                  |                                        |                                              |                                              | 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |</p>
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<th>South Carolina Reading Standards</th>
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</thead>
</table>
| **Lesson 3:** East, Central, and Southern Africa | 2 days | 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) | Resources:  
- Workbook, pp. 94, 95  
- Transparency 6  
- Every Student Learns Guide, pp. 186-189  
- Quick Study, pp. 94-95  
**Meeting Individual Needs:**  
- ESL Support, TE p. 382  
- Leveled Practice, TE p. 383  
- Learning Styles, TE p. 385 | 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events. |
| **Places:**  
- Axum  
- Ethiopia  
- Adefa  
- Sofala  
- Kilwa  
- Great Zimbabwe  
- Benin |  | | | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
| **People:**  
- Ezana  
- Lalibela |  | | | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| **Vocabulary:**  
- Swahili  
- Oba |  | | | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| **Terms:**  
- Zagwe dynasty  
- Solomonid dynasty |  | | | 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |
### Grade Six: The World
### Unit 5: The Medieval World
### Chapter 14: Medieval Europe

**Scott Foresman Social Studies Leveled Readers:**
- Below-Level: House, Church, Castle
- On-Level: Medieval Buildings
- Advanced: The Architecture of the Middle Ages

<table>
<thead>
<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
</table>
| Lesson 1: Geography of Europe | 1 day | 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) | Resources:  
- Workbook, p. 98  
- Transparency 20  
- Every Student Learns Guide, pp. 190-193  
- Quick Study, pp. 96-97  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 393  
- ESL Support, TE p. 394 | 6-R1.12 Demonstrate the ability to use [graphic representations](#) such as charts, graphs, pictures, and [graphic organizers](#) as information sources and as a means of logically organizing information and events.  
6-C1.3 Demonstrate the ability to give accurate directions to others.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |

- Europe  
- Ural Mountains  
- North European Plain  
- Volga River  
- Danube River  
- Rhine River
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
</thead>
<tbody>
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**Lesson 2:**
Rulers and Invaders

**Places:**
England
Scandinavia
Runnymede

**People:**
Charlemagne
William the Conqueror
King John

**Terms:**
Domesday Book
Middle Ages
Magna Carta

| 1 day | 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) | Resources:  
- Workbook, p. 99  
- Transparencies 10, 43  
- Every Student Learns Guide, pp. 194-197  
- Quick Study, pp. 98-99  

**Meeting Individual Needs:**
- Leveled Practice, TE p. 397  
- ESL Support, TE p. 398 |

6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.

6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.

6-C1.3 Demonstrate the ability to give accurate directions to others.

6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.

6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing.
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<tr>
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</thead>
</table>
| Lesson 3: Life in the Middle Ages | 2 days | 6.31. 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) | Resources:  
- Workbook, p. 100  
- Transparency 1  
- Every Student Learns Guide, pp. 198-201  
- Quick Study, pp. 100-101  
**Meeting Individual Needs:**  
- Leveled Practice, TE p. 401  
- ESL Support, TE p. 404 | 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events.  
6-C1.3 Demonstrate the ability to give accurate directions to others.  
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.  
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.  
6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |

**Places:** Europe  

**People:** Christine de Pisan  

**Vocabulary:** monk, nun, monastery, convent, missionary, monarch, serf, knight, chivalry, guild, lady  

**Terms:** feudalism, manor system, three-field rotation
<table>
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</thead>
</table>
| Lesson 4: Crusades, Trade, and the Plague | 2 days | 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) | Resources:  
- Workbook, pp. 101, 102  
- Transparencies 20, 44, 45  
- Every Student Learns Guide, pp. 202-205  
- Quick Study, pp. 102-103  
**Meeting Individual Needs:**  
- ESL Support, TE p. 407  
- Leveled Practice, TE p. 408  
- Learning Styles, TE pp. 409, 413 | 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of logically organizing information and events. |
<p>| Places: Palestine Rome Chang’an Dunhuang Genoa | | | | 6-C1.3 Demonstrate the ability to give accurate directions to others. |
| People: Alexius Comnenus Urban II Marco Polo | | | | 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. |
| Vocabulary: epidemic | | | | 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. |
| Terms: Crusades Silk Road Plague bubonic plague | | | | 6-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. |</p>
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<td><strong>6.3.5</strong> Use a map to illustrate the origins and the spread of the bubonic plague on society, including the plague’s daily lives, its role in bringing and end to the feudal system, and its impact on the global population. (G, H, E)</td>
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<td><strong>6.5.1</strong> 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)</td>
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</table>
Grade Six: The World  
Unit 6: Discovery, Expansion, and Revolutions  
Chapter 15: New Beginnings

Scott Foresman Social Studies Leveled Readers:
- Below-Level: Sailing for India
- On-Level: The Pursuit of Spices
- Advanced: Sea Route to the Spicelands

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</table>
| Lesson 1: The Renaissance | 2 days | 6.5.2 Summarize the features and contributions of the Italian Renaissance, including the impact of Florence and the accomplishments of the Italians in art, music, literature, and architecture. (H)  
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) | Resources:  
- Workbook, p. 107  
- Transparencies 6, 46  
- Every Student Learns Guide, pp. 206-209  
- Quick Study, pp. 104-105  
Meeting Individual Needs:  
- ESL Support, TE p. 431  
- Leveled Practice, TE p. 434  
- Learning Styles, TE p. 435 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. |
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<td>(continued)</td>
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<td>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)</td>
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<tr>
<td><strong>Vocabulary:</strong> commerce Indulgence excommunicate</td>
<td></td>
<td>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)</td>
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<tr>
<td><strong>Terms:</strong> Renaissance moveable type Protestantism</td>
<td></td>
<td>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)</td>
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<td><strong>Events:</strong> Reformation Council of Trent Counter-Reformation</td>
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<td>Lesson Titles/ Vocabulary</td>
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</table>
| **Lesson 2: Trade Routes and Conquests** | 2 days | **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) | **Resources:**  
• Workbook, p. 108  
• Transparencies 6, 47  
• Every Student Learns Guide, pp. 210-213  
• Quick Study, pp. 106-107  
**Meeting Individual Needs:**  
• Leveled Practice, TE p. 439  
• ESL Support, TE p. 441 | **6-R1.4** Demonstrate the ability to summarize and paraphrase texts.  
**6-C1.17** Demonstrate the ability to summarize conversations and discussions.  
**6-C2.2** Demonstrate the ability to summarize conversations and discussions.  
**6-RS2.4** Demonstrate the ability to summarize the information that he or she has gathered. |
| **Places:** Cape of Good Hope  
West Indies | | **6-6.2** Compare the incentives of the various European countries to explore and settle new lands. (P, G, E) | | |
| **People:** Henry the Navigator  
Bartolomeu Dias  
Vasco do Gama  
Ferdinand Magellan  
Christopher Columbus  
Isabella  
Elizabeth I | | **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) | | |
| **Vocabulary:**  
circumnavigate  
conquistador | | | | |
| **Terms:** Treaty of Tordesillas  
Columbian Exchange  
Armada | | | | |
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</table>
| **Lesson 3:** European Colonization | 2 days | **6-6.2** Compare the incentives of the various European countries to explore and settle new lands. (P, G, E) | **Resources:**  
  - Workbook, pp. 109, 110  
  - Transparencies 6, 48, 49  
  - Every Student Learns Guide, pp. 214-217  
  - Quick Study, pp. 108-109  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 446  
  - ESL Support, TE p. 449 | **6-R1.4** Demonstrate the ability to **summarize** and **paraphrase** texts.  
**6-C1.17** Demonstrate the ability to **summarize** conversations and discussions.  
**6-C2.2** Demonstrate the ability to **summarize** conversations and discussions.  
**6-RS2.4** Demonstrate the ability to **summarize** the information that he or she has gathered. |

**Places:**  
- Sandwich Island  
- Brazil  
- Jamestown  
- New South Wales  
- Quebec

**People:**  
- James Cook  
- Jacques Cartier

**Vocabulary:**  
- colony  
- mercantilism

**Terms:**  
- encomienda  
- triangular trade
### Grade Six: The World

**Unit 6:** Discovery, Expansion, and Revolutions  
**Chapter 16:** Ideas and Movements

**Scott Foresman Social Studies Leveled Readers:**  
- **Below-Level** Sailing for India  
- **On-Level** The Pursuit of Spices  
- **Advanced** Sea Route to the Spicelands

<table>
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</table>
| **Lesson 1:** Revolutions in the Americas  
  **Places:**  
  Boston  
  Haiti  
  Dolores  
  **People:**  
  George Washington  
  Toussaint L’Ouverture  
  Miguel Hidalgo  
  José María Morelos  
  Agustín de Iturbide  | 3 days | **Reviews Grade 4**  
  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)  
  **Previews Grade 7**  
  7-3.3 Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simon Bolivar in different | **Resources:**  
  - Workbook, pp. 113, 114  
  - Transparency 13  
  - Every Student Learns Guide, pp. 218-221  
  - Quick Study, pp. 110-111  
  **Meeting Individual Needs:**  
  - ESL Support, TE p. 459  
  - Leveled Practice, TE p. 461  
  - Learning Styles, TE p. 462  | **6-R1.4** Demonstrate the ability to **summarize** and **paraphrase** texts.  
  **6-C1.17** Demonstrate the ability to **summarize** conversations and discussions.  
  **6-C2.2** Demonstrate the ability to **summarize** conversations and discussions.  
  **6-RS2.4** Demonstrate the ability to **summarize** the information that he or she has gathered. |
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<tbody>
<tr>
<td>Simon Bolivar</td>
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<td>independence movements, and the role of Father Miguel Hildago in the Mexican Revolution of 1810. (P, H, G)</td>
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<td>José de San Martín</td>
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<td>Bernardo O'Higgins</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
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<tr>
<td>legislature</td>
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<td>massacre</td>
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<td><strong>Terms:</strong></td>
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<td>Declaration of Independence</td>
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<td>United Provinces of Central America</td>
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<td><strong>Events:</strong></td>
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<td>Boston Massacre</td>
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<td>Boston Tea Party</td>
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<td>American Revolution</td>
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<td>Battle of Saratoga</td>
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Grade Six 311
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<thead>
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<th>Lesson Titles/Vocabulary</th>
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</tr>
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</table>
| **Lesson 2: The French Revolution**   | 2 days  | Previews Grade 7 7-3.2 Explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe. (P, H) | Resources:  
  - Workbook, pp. 115, 116  
  - Transparency 6  
  - Every Student Learns Guide, pp. 222-225  
  - Quick Study, pp. 112-113  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 468  
  - ESL Support, TE pp. 470, 472  
  - Learning Styles, TE p. 473 | 6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.  
  6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.  
  6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.  
  6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered. |
<p>| <strong>Places:</strong> Paris |        |                                        |                                            |                                  |
| <strong>People:</strong> Louis XVI Marie Antoinette Maximilien de Robespierre Napoleon Bonaparte |        |                                        |                                            |                                  |
| <strong>Vocabulary:</strong> monarchy |        |                                        |                                            |                                  |
| <strong>Terms:</strong> Estates-General estate National Assembly Bastille |        |                                        |                                            |                                  |</p>
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<td>(continued) Declaration of the Rights of Man and of Citizen Reign of Terror Napoleonic Code</td>
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<td>Events:</td>
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<td>French Revolution</td>
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<tr>
<td>Battle of Waterloo</td>
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<tr>
<td><strong>Lesson 3:</strong> The Industrial Revolution</td>
<td>1 day</td>
<td>Reviews Grade 5</td>
<td>Resources:</td>
<td>6-R1.4 Demonstrate the ability to summarize and paraphrase texts.</td>
</tr>
<tr>
<td><strong>Places:</strong></td>
<td></td>
<td>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)</td>
<td>• Workbook, p. 117</td>
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<tr>
<td>Great Britain</td>
<td></td>
<td></td>
<td>• Transparency 13</td>
<td></td>
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<tr>
<td>Hudson River</td>
<td></td>
<td></td>
<td>• Every Student Learns Guide, pp. 226-229</td>
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<tr>
<td>New York City</td>
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<td>• Quick Study, pp. 114-115</td>
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<td>Albany</td>
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<td><strong>Meeting Individual Needs:</strong></td>
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<td>• ESL Support, TE p. 476</td>
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<td>• Leveled Practice, TE p. 477</td>
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<tr>
<td><strong>6-C1.17</strong> Demonstrate the ability to summarize conversations and discussions.</td>
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<td><strong>6-C2.2</strong> Demonstrate the ability to summarize conversations and discussions.</td>
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Grade Six 313
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<thead>
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<th>Lesson Titles/ Vocabulary (continued)</th>
<th>Pacing</th>
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<tbody>
<tr>
<td><strong>People:</strong> James Watt George Stephenson Robert Fulton Charles Dickens</td>
<td><strong>Reviews Grade 5</strong> 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)</td>
<td></td>
<td>6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.</td>
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| Lesson 4: The Second Industrial Revolution | 1 day  | Reviews Grade 5 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) | Resources:  
• Workbook, p. 118  
• Transparency 1  
• Every Student Learns Guide, pp. 230-233  
• Quick Study, pp. 116-117  
Meeting Individual Needs:  
• ESL Support, TE p. 479  
• Leveled Practice, TE p. 480  
• Learning Styles, TE p. 481 | 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.  
6-C1.17 Demonstrate the ability to summarize conversations and discussions.  
6-C2.2 Demonstrate the ability to summarize conversations and discussions.  
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. |

Places: Menlo Park  
People: Thomas Edison, Karl Marx  

Vocabulary: corporation reformer strike  

Terms: Second Industrial Revolution assembly line capitalism capitalist market economy traditional economy laissez faire labor union socialism command economy
### Lesson Titles/Vocabulary

**Lesson 1: Expanding Empires**
- **Places:** South Africa India Suez Canal Indochina Berlin Congo Free State
- **People:** Cecile Rhodes Victoria Tilak Leopold II

### Pacing

2 days

### South Carolina Social Studies Standards

**Previews Grade 7 7-4.1** Summarize the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania. (H, E, G)

**Previews Grade 7 7-4.2** Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)

### Scott Foresman Social Studies Unit Resources

**Resources:**
- Workbook, pp. 121, 122
- Transparencies 6, 50
- Every Student Learns Guide, pp. 234-237
- Quick Study, pp. 118-119

**Meeting Individual Needs:**
- Leveled Practice, TE p. 487
- ESL Support, TE p. 488

### South Carolina Reading Standards

- 6-R1.4 Demonstrate the ability to summarize and paraphrase texts.
- 6-C1.17 Demonstrate the ability to summarize conversations and discussions.
- 6-C2.2 Demonstrate the ability to summarize conversations and discussions.
- 6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.
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<tr>
<td>Vocabulary: nationalism</td>
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<tr>
<td>imperialism  imperialist</td>
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<tr>
<td>Lesson 2: Imperialism in East Asia</td>
<td>2 days</td>
<td>Previews Grade 7 7-4.5 Summarize the significant features and explain the causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power. (H, G, E)</td>
<td>Resources: • Workbook, p. 123 • Transparency 20 • Every Student Learns Guide, pp. 238-241 • Quick Study, pp. 120-121 Meeting Individual Needs: • ESL Support, TE p. 494 • Leveled Practice, TE p. 495 • Learning Styles, TE p. 496</td>
<td>6-R1.4 Demonstrate the ability to summarize and paraphrase texts. 6-C1.17 Demonstrate the ability to summarize conversations and discussions. 6-C2.2 Demonstrate the ability to summarize conversations and discussions. 6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.</td>
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</table>

Places: Hong Kong Canton Shanghai Beijing Macao Formosa (Taiwan) Manchuria

People: Ci Xi Matthew Perry Meiji Theodore Roosevelt

Vocabulary: treaty port compound modernization
<table>
<thead>
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<tr>
<td>Terms: Qing dynasty</td>
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<td>Open Door Policy</td>
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<td>Events: Opium War</td>
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<td>2 days</td>
<td>Previews Grade 7 7-3.6 Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon’s role in the spreading of nationalism. (H, P, G)</td>
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<td>Resources:</td>
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<tr>
<td></td>
<td></td>
<td>• Workbook, p. 124</td>
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<td></td>
<td></td>
<td>• Transparencies 11, 51, 52</td>
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<td></td>
<td></td>
<td>• Every Student Learns Guide, pp. 242-245</td>
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<td>• Quick Study, pp. 122-123</td>
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<td><strong>Meeting Individual Needs:</strong></td>
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<td></td>
<td>• ESL Support, TE p. 500</td>
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<td>• Learning Styles, TE p. 501</td>
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<td>• Leveled Practice, TE p. 503</td>
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<td><strong>6-R1.4 Demonstrate the ability to summarize and paraphrase texts.</strong></td>
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<td><strong>6-C1.17 Demonstrate the ability to summarize conversations and discussions.</strong></td>
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<td><strong>6-C2.2 Demonstrate the ability to summarize conversations and discussions.</strong></td>
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<td><strong>6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.</strong></td>
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<td>Lesson Titles/ Vocabulary</td>
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<td>South Carolina Reading Standards</td>
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<tr>
<td>(continued) Camillo di Cavour Victor Emmanuel II Giuseppe Garibaldi Sir John MacDonald Sir Edmund Barton William Hobson</td>
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<tr>
<td>Vocabulary: dominion parliament</td>
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## Grade Six: The World

### Unit 7: A World in Opposition

### Chapter 18: The World at War

**Scott Foresman Social Studies Leveled Readers:**
- **Below-Level** Winston Churchill
- **On-Level** Churchill and the World at War
- **Advanced** Winston Churchill: England’s Lion

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| Lesson 1: Headed Toward War | 2 days | Previews Grade 7 7-5.1 Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E) | Resources:  
- Workbook, pp. 129, 130  
- Transparency 20  
- Every Student Learns Guide, pp. 246-249  
- Quick Study, pp. 124-125  
**Meeting Individual Needs:**  
- Leveled Practice, TE pp. 521, 524  
- ESL Support, TE p. 522 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on *plot, character, and theme.*  
6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C3.10 Begin evaluation the use of detail, *character, setting, cause and effect, imagery,* and sound in nonprint sources. |
| Places: Serbia, Bosnia and Herzegovina, Sarajevo | | | | |
| People: Wilhelm II, Francis, Ferdinand, Nicholas II | | | | |
| Vocabulary: mobilization, neutral | | | | |
| Terms: Triple Alliance, Triple Entente | | | | |
### Lesson Titles/ Vocabulary

(continued)

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<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| Lesson 2: The Great War | 2 days  | Previews Grade 7 7-5.1 Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E) | Resources:  
  - Workbook, p. 131  
  - Transparencies 22, 53  
  - Every Student Learns Guide, pp. 250-253  
  - Quick Study, pp. 126-127  
**Meeting Individual Needs:**  
  - Leveled Practice, TE p. 527  
  - Learning Styles, TE p. 529  
  - ESL Support, TE p. 530 | 6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it. |
| Places: Paris Ottoman Empire Verdun Somme Soviet Union | | | | |
| People: Woodrow Wilson Vladimir Lenin | | | | |
| Vocabulary: casualty trench warfare armistice | | | | |
| Terms: Allied Powers Central Powers communism Soviets | | | | |
| Events: Russian Revolution | | | | |

**Grade Six** 321
<table>
<thead>
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<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</table>
| Lesson 3: After the War  | 1 day  | Previews Grade 7 7-5.2 Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E) | Resources:  
• Workbook, p. 132  
• Transparencies 16, 54  
• Every Student Learns Guide, pp. 254-257  
• Quick Study, pp. 128-129  
Meeting Individual Needs:  
• ESL Support, TE p. 535  
• Leveled Practice, TE p. 536 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.  
6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C3.10 Begin evaluation the use of detail, character, setting, cause and effect, imagery, and sound in nonprint sources.  
6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it. |
| Places:                  |        |                                          |                                             |                                  |
| Paris                    |        |                                          |                                             |                                  |
| Rhineland                |        |                                          |                                             |                                  |
| People:                  |        |                                          |                                             |                                  |
| Georges Clemenceau       |        |                                          |                                             |                                  |
| Vocabulary:              |        |                                          |                                             |                                  |
| holocaust                |        |                                          |                                             |                                  |
| reparations              |        |                                          |                                             |                                  |
| inflation                |        |                                          |                                             |                                  |
| Terms:                   |        |                                          |                                             |                                  |
| Fourteen Points          |        |                                          |                                             |                                  |
| Treaty of Versailles     |        |                                          |                                             |                                  |
| League of Nations        |        |                                          |                                             |                                  |
**Lesson Titles/ Vocabulary** | **Pacing** | **South Carolina Social Studies Standards** | **Scott Foresman Social Studies Unit Resources** | **South Carolina Reading Standards**
---|---|---|---|---
**Lesson 1: Good to Bad Times** | 2 days | Previews Grade 7 7-5.3 Explain the worldwide depression that took place in the 1930’s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H) | Resources:  
- Workbook, p. 135  
- Transparency 20  
- Every Student Learns Guide, pp. 258-261  
- Quick Study, pp. 130-131 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on **plot, character, and theme.**  
6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C3.10 Begin evaluation the use of detail, **character, setting, cause and effect, imagery,** and sound in **nonprint sources.**

**Places:**  
Germany  
Japan  
China  
Soviet Union  

**People:**  
Benito Mussolini  
Adolf Hitler  
Neville Chamberlain  
Hirohito  
Joseph Stalin
<table>
<thead>
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tbody>
<tr>
<td>(continued) Vocabulary: depression fascism Nazis propaganda aggression annex appeasement collective</td>
<td></td>
<td>aggression and the responses of major powers and the rise of Joseph Stalin. (H)</td>
<td></td>
<td>6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.</td>
</tr>
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</table>

Terms:
Five-Year Plan

Events:
Great Depression Spanish Civil War
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</table>
| **Lesson 2:** World War II | 3 days | Previews Grade 7 7-5.5 Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war both on civilizations and soldiers. (H, G, P, E) | Resources:  
- Workbook, pp. 136, 137  
- Transparencies 18, 55, 56  
- Every Student Learns Guide, pp. 262-265  
- Quick Study, pp. 132-133 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on **plot, character, and theme.** |
<p>| <strong>Places:</strong> Poland London Pearl Harbor Stalingrad Normandy Berlin Midway Island Tokyo Hiroshima Nagasaki | | | | 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas. |
| <strong>People:</strong> Winston Churchill Franklin Roosevelt Oveta Culp Hobby Dwight Eisenhower Douglas MacArthur Harry Truman | | | | 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| | | | | 6-C3.10 Begin evaluation the use of detail, <strong>character, setting, cause and effect, imagery,</strong> and sound in <strong>nonprint sources.</strong> |
| | | | | 6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it. |</p>
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<tr>
<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
<tbody>
<tr>
<td>(continued) Terms: Axis Powers Allies Big Three Women's Army Corps D-Day Kamikaze</td>
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<tr>
<td>Events: Battle of Britain</td>
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</table>

Terms:
- Axis Powers
- Allies
- Big Three
- Women's Army Corps
- D-Day
- Kamikaze

Events:
- Battle of Britain
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<th>Lesson Titles/ Vocabulary</th>
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<th>South Carolina Reading Standards</th>
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</thead>
</table>
| **Lesson 3:** The Aftermath | 2 days | Previews Grade 7 7-5.6 Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg. (H) | Resources:  
- Workbook, pp. 138, 139  
- Transparency 21  
- Every Student Learns Guide, pp. 266-269  
- Quick Study, pp. 134-135 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.  
6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C3.10 Begin evaluation the use of detail, character, setting, cause and effect, imagery, and sound in nonprint sources.  
6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it. |
| **Places:** New York City | | | | |
| **People:** Eleanor Roosevelt George Marshall Anne Frank | | | | |
| **Vocabulary:** refugee concentration camp charter | | | | |
| **Terms:** United Nations Marshall Plan | | | | |
**Lesson Titles/Vocabulary**

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<th>Lesson Titles/Vocabulary</th>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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</thead>
</table>
| **Lesson 1:** The Soviets Advance | 2 days | Previews Grade 7 7-6.1 Summarize the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC). (H, P, E, G) | Resources:  
  - Workbook, pp. 142, 143  
  - Transparencies 19, 57  
  - Every Student Learns Guide, pp. 270-273  
  - Quick Study, pp. 136-137 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.  
6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas.  
6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.  
6-C3.10 Begin evaluation the use of detail, character, setting, cause and effect, imagery, and sound in nonprint sources. |

**Places:**
- Berlin
- West Germany
- East Germany
- Cuba

**People:**
- Nikita Khrushchev
- John F. Kennedy

**Vocabulary:**
- nuclear
- containment

**Previews Grade 7 7-6.2 Summarize the events of the Cold War, including the Soviet domination of Eastern**
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<th>Lesson Titles/Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<th>South Carolina Reading Standards</th>
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<tr>
<td>(continued) Terms:</td>
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<td>Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary Movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)</td>
<td></td>
<td>6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.</td>
</tr>
</tbody>
</table>
| Lesson 2:               | 2 days | Previews Grade 7 7-6.2 Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary Movements in Africa; the development of new military, nuclear, and space technology. | Resources:  
• Workbook, p. 144  
• Transparency 20  
• Every Student Learns Guide, pp. 274-277  
• Quick Study, pp. 138-139 | 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme. |
| Communism in China      |        | 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas. | Meeting Individual Needs:  
• ESL Support, TE p. 578  
• Leveled Practice, TE p. 579 | 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. |
| Places:                 |        |  |  |  |
| Taiwan                  |        |  |  |  |
| People’s Republic of    |        |  |  |  |
| China                   |        |  |  |  |
| Beijing                 |        |  |  |  |
| Taipei                  |        |  |  |  |
| People:                 |        |  |  |  |
| Sun Yat-sen             |        |  |  |  |
| Chiang Kai-shek         |        |  |  |  |

Grade Six  329
<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tr>
<td>(continued) Mao Zedong Richard Nixon Jiang Qing Nien Cheng</td>
<td>technology; and the threat of nuclear annihilation. (H, P)</td>
<td>6-C3.10 Begin evaluation the use of detail, character, setting, cause and effect, imagery, and sound in nonprint sources. 6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.</td>
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<tr>
<td><strong>Vocabulary:</strong> proletarian</td>
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<tr>
<td><strong>Terms:</strong> Nationalist Party</td>
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<td><strong>Events:</strong> Cultural Revolution</td>
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<tr>
<td><strong>Lesson 3:</strong> The Cold War Heats Up</td>
<td>2 days</td>
<td>Previews Grade 7 7-6.2 Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary Movements in Africa; the</td>
<td>Resources:  • Workbook, p. 145  • Transparencies 20, 58, 59  • Every Student Learns Guide, pp. 278-281  • Quick Study, pp. 140-141</td>
<td>6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme. 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others’ ideas. 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</td>
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<td><strong>Places:</strong> North Korea South Korea Indochina North Vietnam South Vietnam Cambodia Laos Hanoi</td>
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<td>Meeting Individual Needs:  • Leveled Practice, TE p. 585, 586  • Learning Styles, TE p. 584  • ESL Support, TE p. 587</td>
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<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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<tr>
<td>(continued) <strong>People:</strong> Ho Chi Minh John F. Kennedy Lyndon Johnson Robert MacNamara</td>
<td></td>
<td>development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)</td>
<td></td>
<td>6-C3.10 Begin evaluation the use of detail, character, setting, cause and effect, imagery, and sound in nonprint sources.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> guerrilla détente</td>
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<td>6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.</td>
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<tr>
<td><strong>Terms:</strong> Viet Cong domino effect Vietnamization</td>
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<td><strong>Events:</strong> Tet Offensive</td>
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**Grade Six: The World**  
**Unit 8: New Nations and a New Century**  
**Chapter 21: New Nations**  

**Scott Foresman Social Studies Leveled Readers:**  
- Below-Level: Growing Cities, Growing Problems  
- On-Level: Cities: Too Much, Too Fast?  
- Advanced: The Rise of the Megacity

<table>
<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
</tr>
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</table>
| **Lesson 1:** Independence | 2 days | Previews Grade 7 7-6.2 Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary Movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P) | Resources:  
  - Workbook, p. 150  
  - Transparencies 23, 60, 61  
  - Quick Study, pp. 142-143  
  - ESL Support, TE p. 607  
  - Leveled Practice, TE p. 609  
  - Learning Styles, TE p. 611 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
6-C3.7 Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose.  

**Places:**  
Kenya  
Ghana  
Tanzania  
Zimbabwe  
South Africa  
Hong Kong  
Pakistan

**People:**  
Kwame Nkrumah  
Jomo Kenyatta  
Julius Nyerere  
Mobuto Sese Seko  
Robert Mugabe
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<thead>
<tr>
<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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<td>Nelson Mandela</td>
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<td>Mohandas Gandhi</td>
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<td>Muhammed Ali Jinnah</td>
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<tr>
<td>Vocabulary:</td>
<td></td>
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<td>decolonization</td>
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<td>Previews Grade 7</td>
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<td>coup d’état</td>
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<td>7-6.3 Explain the causes</td>
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<td>segregate</td>
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<td>and major features of the political</td>
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<td>apartheid</td>
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<td>and social changes that occurred in</td>
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<td>sanction</td>
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<td>the Middle East in the post –World War</td>
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<td>civil</td>
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<td>II period, including the role</td>
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<td>disobedience</td>
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<td>nationalism, the creation of</td>
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<td>the state of Israel, and</td>
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<td>ongoing conflicts in the</td>
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<td>region. (H, P, G)</td>
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<td><strong>Previews Grade 7</strong></td>
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<td>7-6.4 Compare features of</td>
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<td>nationalist and</td>
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<td>independence movements</td>
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<td>in different regions in the</td>
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<td>post-World War II period, including</td>
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<td>Mohandas Gandhi’s role in the</td>
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<td>the emergence of nationalist</td>
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<td>movements in African and</td>
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<td>Asian countries. (H, P)</td>
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| **Lesson 2:** The Middle East | | Previews Grade 7 7-6.3 Explain the causes and major features of the political and social changes that occurred in the Middle East in the post–World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G) | Resources:  
- Workbook, p. 151  
- Transparencies 23, 62  
- Every Student Learns Guide, pp. 286-289  
- Quick Study, pp. 144-145 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences. |
| **Places:**  
Palestine  
Jerusalem  
Israel  
Egypt  
West Bank  
Golan Heights  
Sinai Peninsula  
Gaza Strip | 2 days | | 6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported. |
| **People:**  
David Ben-Gurion  
Gamal Abdel Nasser  
Anwar el-Sadat  
Menachem Begin | | | 6-C3.7 Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose. |
| **Vocabulary:**  
Zionism | | | |
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<th>Lesson Titles/Vocabulary</th>
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<td>Eastern Europe</td>
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<td><strong>Places:</strong></td>
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<td>Berlin Wall</td>
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<td>Czech Republic</td>
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<td>Slovak Republic</td>
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<td>Slovenia</td>
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<td>Bosnia and Herzegovina</td>
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<td>Lech Walesa</td>
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<td>Mikhail Gorbachev</td>
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<td>Boris Yeltsin</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
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<td>dissident</td>
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<td>perestroika</td>
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<td>glasnost</td>
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| 2 days                   |        | Previews Grade 7 (related) 7-7.1 Illustrate on a timeline the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P) | Resources:  
- Workbook, pp. 152, 153  
- Transparencies 23, 63  
- Every Student Learns Guide, pp. 290-293  
- Quick Study, pp. 146-147  
**Meeting Individual Needs:**  
- ESL Support, TE p. 621  
- Leveled Practice, TE p. 622 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
6-C3.7 Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose. |
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<th>Lesson Titles/ Vocabulary</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
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<tr>
<td>Terms: Solidarity Kremlin Commonwealth of Independent States</td>
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**Lesson Titles/Vocabulary** | **Pacing** | **South Carolina Social Studies Standards** | **Scott Foresman Social Studies Unit Resources** | **South Carolina Reading Standards**
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**Lesson 1:** Economic Cooperation  
**Places:** Maastricht  
**People:** Bill Clinton  
**Vocabulary:**  
gross domestic product (GDP)  
trading bloc  
euro  
trade agreement  

2 days | Previews Grade 7  
7-7.6 Explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreement; and the oil crisis of the 1970s. (E, G, H, P) | Resources:  
- Workbook, pp. 156, 157  
- Transparency 20  
- Every Student Learns Guide, pp. 294-297  
- Quick Study, pp. 148-149  

**Meeting Individual Needs:**  
- ESL Support, TE p. 631  
- Leveled Practice, TE p. 633 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
6-C3.7 Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose.
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<th>Scott Foresman Social Studies Unit Resources</th>
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</table>
| Lesson 2: Conflicts of Identity | 2 days | Previews Grade 7 7-7.5 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular regions. (H, G, P, E) | Resources:  
  - Workbook, p. 158  
  - Transparencies 23, 64  
  - Every Student Learns Guide, pp. 298-301  
  - Quick Study, pp. 150-151 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences. |
| Places: | Yugoslavia | Slovenia | Croatia | Serbia | Montenegro | Bosnia and Herzegovina |

**Grade Six**

338
<table>
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<th>Lesson Titles/ Vocabulary</th>
<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
<th>Scott Foresman Social Studies Unit Resources</th>
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<td>Slobodan Milosevic</td>
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<td>Mairead Corrigan Maguire</td>
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<td>Mary Robinson</td>
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<td>Aung San Suu Kyi</td>
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<td>Rigoberta Menchú</td>
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<td>ethnicity</td>
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<td>multiethnic nation</td>
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<td>ethnic cleansing</td>
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<td>repressive</td>
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| **Lesson 3:** Political Conflicts and Challenges | 2 days | **Previews Grade 7 7-6.3** Explain the causes and major features of the political and social changes that occurred in the Middle East in the post –World War II period, including the role nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G) | **Resources:**  
  - Workbook, p. 159  
  - Transparency 23  
  - Every Student Learns Guide, pp. 302-305  
  - Quick Study, pp. 152-153  
  - Meeting Individual Needs:  
    - ESL Support, TE p. 646  
    - Leveled Practice, TE p. 647  
    - Learning Styles, TE p. 649 | **6-R1.8** Demonstrate the ability to draw conclusions and make inferences.  
**6-R1.10** Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
**6-C3.7** Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose. |

**Places:** Barbary States  
Afghanistan  
New York City  
Washington, D.C.  
Iraq  

**People:**  
Thomas Jefferson  
George W. Bush  

**Vocabulary:** terrorism
**Grade Six: The World**  
**Unit 8: New Nations and a New Century**  
**Chapter 22: Living in the 21st Century**

**Foresman Social Studies Leveled Readers:**  
- Below-Level: Growing Cities, Growing Problems  
- On-Level: Cities: Too Much, Too Fast?  
- Advanced: The Rise of the Megacity

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<th>Lesson Titles/Vocabulary</th>
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</table>
| Lesson 1: Population Growth and Change | 2 days | Previews Grade 7 7-7.5 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular regions. (H, G, P, E) | Resources:  
  - Workbook, pp. 162, 163  
  - Transparency 23  
  - Every Student Learns Guide, pp. 306-309  
  - Quick Study, pp. 154-155  
**Meeting Individual Needs:**  
  - ESL Support, TE p. 655  
  - Leveled Practice, TE p. 656 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
6-C3.7 Begin analyzing **nonprint sources**, for accuracy, **bias**, **intent**, and **purpose**. |

**Places:**  
Mexico City  
Calcutta  
Madagascar

**People:**  
Mother Teresa

**Vocabulary:**  
millennium  
megacity  
demographer  
immigration  
zero  
population  
growth
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<th>Pacing</th>
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<th>Scott Foresman Social Studies Unit Resources</th>
<th>South Carolina Reading Standards</th>
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| Lesson 2: Earth’s Environment | 1 day | Previews Grade 7 7-7.7 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization. (G, E, P, H) | Resources:  
- Workbook, p. 164  
- Transparency 21  
- Every Student Learns Guide, pp. 310-313  
- Quick Study, pp. 156-157 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences.  
6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.  
6-C3.7 Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose. |
| Places: Antarctica | | | | |
| People: Rachel Carson | | | | |
| Vocabulary:  
- global warming  
- carbon dioxide  
- greenhouse effect  
- pesticide  
- environmentalalist  
- endangered species  
- deforestation  
- desertification  
- pollution | | | | |
| Terms:  
- Environmental Protection Agency | | | | |
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<th>Pacing</th>
<th>South Carolina Social Studies Standards</th>
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<td><strong>Lesson 3: Energy</strong></td>
<td>1 day</td>
<td><strong>Previews Grade 7</strong></td>
<td><strong>Resources:</strong></td>
<td><strong>6-R1.8</strong> Demonstrate the ability to draw conclusions and make inferences.</td>
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<td><strong>Places:</strong> Chernobyl</td>
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<td>7-7.3 Explain the global influences on the environment, including the effects on increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment. (G)</td>
<td>Workbook, p. 165</td>
<td><strong>6-R1.10</strong> Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.</td>
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<tr>
<td>Iguacu Falls</td>
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<td>Transparency 23</td>
<td><strong>6-C3.7</strong> Begin analyzing nonprint sources, for accuracy, bias, intent, and purpose.</td>
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<tr>
<td>Niagara Falls</td>
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<td>Every Student Learns Guide, pp. 314-317</td>
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<tr>
<td>People: George W. Bush</td>
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<td>Quick Study, pp. 158-159</td>
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<tr>
<td><strong>Vocabulary:</strong> conservation fossil fuel nonrenewable resource renewable resource hydroelectric energy geothermal energy</td>
<td></td>
<td><strong>Meeting Individual Needs:</strong></td>
<td><strong>ESL Support, TE p. 665</strong></td>
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<td><strong>Terms:</strong> Organization of Petroleum Exporting Countries (OPEC)</td>
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<td><strong>Leveled Practice, TE p. 667</strong></td>
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| Lesson 4: Technology    | 1 day  | Previews Grade 7 7-7.2 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H) | Resources:  
- Workbook, p. 166  
- Transparency 23  
- Every Student Learns Guide, pp. 318-321  
- Quick Study, pp. 160-161 | 6-R1.8 Demonstrate the ability to draw conclusions and make inferences. |
| **People:** Yuri Gagarin Neil Armstrong Edwin Aldrin Charles DeLisi David A. Smith Flossie Wong-Staal |        |                                           | Meeting Individual Needs:  
- ESL Support, TE p. 669  
- Learning Styles, TE p. 670  
- Leveled Practice, TE p. 671 | 6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported. |
| **Vocabulary:** space station satellite |        |                                           |                                           | 6-C3.7 Begin analyzing nonprint sources, for accuracy, **bias**, intent, and **purpose**. |
| **Terms:** National Aeronautics and Space Administration (NASA) Human Genome Project |        |                                           |                                           |                                   |