

A Correlation of

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

to the

**Kentucky**  
**Core Content for Social**  
**Studies Assessment 4.1**

Grades K-5



T/SS-22A

## Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the *Kentucky Core Content for Social Studies Assessment Version 4.1*. Correlation page references are to the Student Edition and Teacher's Edition. With the exception of the Kentucky state studies book, lessons in the Teacher's Edition contain facsimile Student Edition pages.

**Pearson Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies** - 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

<b>Kindergarten.....</b>	<b>1</b>
<b>Here We Go</b>	
<b>Grade One.....</b>	<b>8</b>
<b>All Together</b>	
<b>Grade Two.....</b>	<b>16</b>
<b>People and Places</b>	
<b>Grade Three.....</b>	<b>25</b>
<b>Communities</b>	
<b>Grade Four.....</b>	<b>32</b>
<b>Regions</b>	
<b>Kentucky State Studies Book</b>	
<b>Grade Five.....</b>	<b>42</b>
<b>The United States</b>	

**Scott Foresman Social Studies—Here We Go  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Kindergarten**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

*SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).*

**TE:** Community Helpers, 85, 86, 87, 88

**SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2**

**TE:** School Rules, 35–38; Who Helps Us at School? 44–46; Signs, 77–80; Rules, 81–84; Home Fire Safety, 158

**Constitutional Principles**

*SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.*

**TE:** For related information see: Community Helpers, 85–88; Communities, 89–92; Also see Grade 1.

**Rights and Responsibilities**

*SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.*

**TE:** Vocabulary Preview, 12–13, 62–63, 244–245; How Do People in a Family Get Along, 27–30

**SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2**

**TE:** Getting Along, 27–30; School Rules; 35–38, Solving Problems, 39–42; Conserve Resources, 225–228; Citizenship, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270

## **CULTURES AND SOCIETIES**

### **Elements of Culture**

**SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1**

**TE:** Culture, 19-22, 93-96, 263-266, 267-270, 301-304, 309-312, 317-320

*SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.*

**TE:** Culture, 19-22, 27-30, 93-96, 263-266, 267-270, 301-304, 305–308, 309-312, 317-320

### **Social Institutions**

*SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.*

**TE:** Families, 19–22; School Helpers, 43–47; Neighborhoods, 69–72; Community Helpers, 85–88; Communities, 89–92; Economics, 40, 72, 125, 134, 138, 141, 150, 161, 162, 199; Government, 83

### **Interactions Among Individuals and Groups**

**SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2**

**TE:** Getting Along, 27–30; Solving Problems, 39–42; School Helpers, 43–46; What is Your Job? 119-122; Problem Solving, 149, 226

*SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).*

**TE:** Getting Along, 27–30; Solving Problems, 39–42; Problem Solving, 149, 226

## **ECONOMICS**

### **Scarcity**

**SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources—natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2**

**TE:** Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142; Needs and Wants, 143–146

### **Economic Systems and Institutions**

*SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.*

**TE:** For related information see: Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142. Also see Grade 2.

### **Markets**

**SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising). DOK 2**

**TE:** Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138; Needs and Wants, 143–146; From Here to There, 159–162

*SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).*

**TE:** What Is Your Job? 120–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142; From Here to There, 159–162

## Production, Distribution, and Consumption

**SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). DOK 2**

**TE:** What Is Your Job? 120–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138; Making Choices, 139–142; Needs and Wants, 143–146; Needs/Food, 147–150; Needs/Clothing, 151–154; Needs/Shelter, 155–158; From Here to There, 159–162

*SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation, and world.*

**TE:** What Is Your Job? 120–122; Jobs, 123–126, Jobs Then and Now, 127–130; Earning Money, 131–134; From Here to There, 159–162; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Then and Now, 313–316

*SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**TE:** Cooperation and Interdependence, 19–22, 27–30, 35–38, 39–42, 43–46, 69–72, 81–84, 85–88, 89–92, 93–96, 119–122, 123–126, 127–130, 139–142, 159–162, 225–228, 255–258, 259–262, 263–266, 267–27, 309–312

## GEOGRAPHY

### The Use of Geographic Tools

*SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, at school, and in the community.*

**TE:** Maps, Charts and Graphs, 34, 74, 75, 76, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224

*SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth's surface and use relative location.*

**TE:** Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Maps, 209–212; United States Map, 213–216; World Map, 217–220; Globe, 221–224

*SS-EP-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities are located in the community.*

**TE:** Homes, 23–26; Neighborhoods, 69–72; Communities, 89–92; Needs and Wants, 143–146; Needs/Food, 147–150; Needs/Clothing, 151–154; Needs/Shelter, 155–158; Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208

## Regions

*SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).*

**TE:** Weather, 185–188; Seasons, 189–192; Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; United States Map, 213–216; World Map, 217–220; Globe, 221–224

## Patterns

*SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth's surface.*

**TE:** Homes, 23–26; Neighborhoods, 69–72; Communities, 89–92; United States Map, 213–216; World Map, 217–220

*SS-EP-4.3.2 Students will describe how technology helps us move, settle, and interact in the modern world.*

**TE:** Changes in Travel, 271–274; Scientists and Inventors, 275–279; Then and Now, 313–316



## Human-Environment Interaction

**SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1**

**TE:** Homes, 23–26; Neighborhoods, 69–72; Communities, 89–92; Needs and Wants, 143–146; Needs/Food, 147–150; Needs/Clothing, 151–154; Needs/Shelter, 155–158

*SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.*

**TE:** Weather, 185–188; Seasons, 189–192; Forests, 193–196; Plains, 197–200; Mountains, 201–204; Oceans, 205–208; Places We Go, 325–329

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

*SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, time lines) to interpret the past.*

**TE:** Then and Now, 127–130, 313–316; Poems, 8, 11, 19, 23, 27, 31, 35, 43, 58, 60, 69, 73, 77, 81, 85, 89, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 189, 193, 197, 201, 205, 209, 213, 221, 225, 240, 251, 255, 259, 263, 267, 271, 275, 290, 293, 293, 301, 305, 309, 313, 317, 321, 325; End With a Poem, 48, 98, 230; 330; End with a Song, 280; End with a Story, 164; Curriculum Connection: Literature, 6, 25, 42, 56, 76, 88, 90, 106, 122, 130, 157, 161, 172, 191, 195, 204, 220, 224, 227, 238, 254, 262, 270, 278, 288, 304, 319, 320; Learn from Pictures, 258

### The History of the United States

**SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty), and patriotic holidays (e.g., Veterans Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2**

**TE:** Celebrations, 93–97; National Symbols, 251–254; Thanksgiving, 263–266; Celebrations, 267–270; End with a Song, 280–282; Family Celebrations, 309–312

**SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.  
DOK 2**

**TE:** Native Americans, 255-258, 259-262, 263-266

*SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community.*

**TE:** Changes in Travel, 271–274; Scientists and Inventors, 275–279; Then and Now, 313–316

**Scott Foresman Social Studies—All Together  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Grade One**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

*SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).*

**SE/TE:** Community Laws and Leaders, 70-71

**Additional TE Pages:** Help Hints, 73a; Mayor for a Day, 73a

**SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2**

**SE/TE:** Rules We Follow, 22–25; Community Laws and Leaders, 70-71

**Additional TE Pages:** Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a; Choose a Rule, 70a; Class Letter, 73a

**Constitutional Principles**

*SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.*

**SE/TE:** Community Laws and Leaders, 70-71

**Additional TE Pages:** Mayor for a Day, 73a; Help Hints, 73a

## Rights and Responsibilities

*SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.*

**SE/TE:** Freedom, 198–199; Citizenship Skills, H2–H9; Choosing Our Country’s Leaders, 218–221

**Additional TE Pages:** Making Words from Freedom, 201a; Vote for a Place, 218a; Let’s Take a Vote, 218a; Stand Up and Be Counted, 223a; Tallying the Votes, 223a; It’s a Secret, 223a

**SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2**

**SE/TE:** Citizenship in Action, 44; Citizenship Skills, H6–H7, H8–H9; Kid’s Kitchen, 112–113; Tree Musketeers, 160–161; Choosing Our Country’s Leaders, 218–221

## CULTURES AND SOCIETIES

### Elements of Culture

**SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1**

**SE/TE:** Colonial Williamsburg: Families Long Ago, 12–13; Different Kinds of Communities, 56–57; Special Things We Do, 62–65; Chinese New Year, 66–67; Native Americans, 190–191; Native American Objects, 194–195; We Celebrate Holidays, 212–215; Life Around the World, 258–261

*SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.*

**SE/TE:** Colonial Williamsburg: Families Long Ago, 12–13; Different Kinds of Communities, 56–57; Special Things We Do, 62–65; Chinese New Year, 66–67; Native Americans, 190–191; Native American Objects, 194–195; We Celebrate Holidays, 212–215; Life Around the World, 258–261

## Social Institutions

*SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.*

**SE/TE:** Education, 28–31, 32–33, 36–37; Family, 8-11, 14–17; Government, 70–71, 218–221; Economics, 94–97, 100–101, 104–105, 108–111, 116–119

## Interactions Among Individuals and Groups

**SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2**

**SE/TE:** Getting to Know Andrew, 8–9; Home and School, 14–17; Rules We Follow, 22–25; Problem on the Playground, 26 –27; Citizenship Skills, H6–H7, H8–H9; Kid’s Kitchen, 112–113; Tree Musketeers, 160–161; Caring for Our Resources, 170–173; Choosing Our Country’s Leaders, 218–221

*SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).*

**SE/TE:** Home and School, 14–17; Rules We Follow, 22–25; Problem on the Playground, 26 –27; Citizenship Skills, H6–H7, H8–H9; Kid’s Kitchen, 112–113; Tree Musketeers, 160–161; Choosing Our Country’s Leaders, 218–221

## ECONOMICS

### Scarcity

**SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources—natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2**

**SE/TE:** Needs and Wants, 100–101; Spending and Saving, 104–105; Our Earth’s Resources, 156–159

**Additional TE Pages:** A Wish List, 103a; What Will You Buy? 104a; Piggy-Bank Fun, 107a

## Economic Systems and Institutions

*SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.*

**SE/TE:** For related information see: Spending and Saving, 104–105; Money Around the World, 106

**Additional TE Pages:** Piggy Bank Saving, 107a

## Markets

**SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).**

**DOK 2**

**SE/TE:** Spending and Saving, 104–105; Money Around the World, 106–107; Welcome to Job Day! 108–111

**Additional TE Pages:** What Will You Buy? 104a; Guess My Job, 108a; Who's Working? 115a

*SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).*

**SE/TE:** Spending and Saving, 104–105; Money Around the World, 106–107; Welcome to Job Day! 108–111; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134; Visiting the Market, 238–239

**Additional TE Pages:** The Rainy Day, 104a; About Money, 106; Piggy Bank Saving, 107a; My Job, 108a; About Different Types of Jobs, 109; I Spy a Job, 115a ; Making Cents, 217a; To Market Again, 241a

## Production, Distribution, and Consumption

**SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). DOK 2**

**SE/TE:** Ben's Jobs, 94–97; Spending and Saving, 104–105; Welcome to Job Day! 108–111; Interview with a Farmer, 116–119; From Place to Place, 124–125; Big Wheels, 126–127; Discovery Channel School: Jobs in Your Community, 134

*SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation, and world.*

**SE/TE:** Jobs, 108-111, 116-119, 124-125; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253

**Additional TE Pages:** Guess My Job, 108a; Job Activities, 115a; All Aboard, 127a; Trucks That Work, 127a; Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a

*SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**SE/TE:** Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56–57; Interview With a Farmer, 116-119; From Place to Place, 124–125; Transportation, 126–127; Visiting the Market, 238–239; Life Around the World, 258–261

## **GEOGRAPHY**

### **The Use of Geographic Tools**

*SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, at school, and in the community.*

**SE/TE:** Geography Skills, H16–H26; Maps, Charts, and Graphs, H10-H11, H12-H13, H14, 11, 18, 20, 28, 33, 51, 54–55, 60–61, 68, 73, 75, 76, 79, 98, 106, 112, 115, 120–121, 123, 144, 145, 146, 154–155, 160, 163, 166, 169, 174, 190, 192, 200, 208, 217, 221, 244, 252, 254, 257, 263, R2, R3, R4, R6, R8

*SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth’s surface and use relative location.*

**SE/TE:** Where In the World Do I Live? 74–77; Locate Land and Water, 154–155; Our Earth’s Resources, 156–159. See also: Maps, H16–H26, 51, 106–107, 174–175, 190, 200, R2, R3, R4, R6, and R8.

*SS-EP-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities are located in the community.*

**SE/TE:** Different Kinds of Communities, 56–57; How a Community Changed, 58–59; Where In the World Do I Live? 74–77; Locate Land and Water, 154–155  
**Additional TE Pages:** City, Country, 61a; What’s in a Name, 79a

## Regions

*SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).*

**SE/TE:** Different Kinds of Communities, 56–57; How a Community Changed, 58–59; Where In the World Do I Live? 74–77; Locate Land and Water, 154–155; Our Earth’s Resources, 156–159

## Patterns

*SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface.*

**SE/TE:** Families Long Ago, 12–13; Where Kim Lives, 48–49; Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; How a Community Changed, 58–59; Interview with a Farmer, 116–119; Interview About Farm History, 164–167; Native Americans, 190–191; Chart and Graph Skills: Read a Diagram, 192–193; Early Travelers to America, 196–199; Life Around the World, 258–261  
**Additional TE Pages:** City, Country, 61a; My Home, 190a; All Aboard! 196a

*SS-EP-4.3.2 Students will describe how technology helps us move, settle, and interact in the modern world.*

**SE/TE:** Things We Use, 34–35; From Place to Place, 124–125; Big Wheels, 126–127; Interview About Farm History, 163–167; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253  
**Additional TE Pages:** All Aboard, 127a; Trucks That Work, 127a; Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a



## Human-Environment Interaction

**SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1**

**SE/TE:** Families Long Ago, 12–13; Where Kim Lives, 48–49; Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; How a Community Changed, 58–59; Needs and Wants, 100–101; Interview with a Farmer, 116–119; Interview About Farm History, 164–167; Chart and Graph Skills: Read a Diagram, 192–193; Life Around the World, 258–261

*SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.*

**SE/TE:** For related information see: Different Kinds of Communities, 56–57; How a Community Changed, 58–59; Life Around the World, 258–261; Native Americans, 190–191; Chart and Graph Skills: Read a Diagram, 192–193

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

*SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.*

**SE/TE:** Think Like a Historian, H10, H11; Find the Facts, H12–H13; Use Different Sources, H14–H15; Use a History Map, 200–201; Gather Information, 240–241; Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Things We Use, 34–35; End with a Folktale, 266–267; End with a Legend, 176–177; End with a Poem, 36–37, 80–81, 128–129

**Additional TE Pages:** One If by Land, Two If by Sea, 207a; Trade Books, 1a, 43a, 87a, 135a, 183a, 231a; Bibliography, 1h, 43h, 87h, 135h, 183h, 231h; Primary Sources, 11, 13, 18, 29, 30, 33, 58, 73, 123, 189, 207, 217, 222, 248

## The History of the United States

**SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty), and patriotic holidays (e.g., Veterans Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2**

**SE/TE:** Citizenship Skills, H6–H9; Pledge of Allegiance, 16–17; Read a Calendar, 20–21; Special Things We Do, 62–65; Chinese New Year, 66–67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; Washington, D.C., 221; Statue of Liberty, 208, 228; Symbols in Our Country, 208–209; Our Country’s Flag, 210–211; The Star Spangled Banner, 224–225

**Additional TE Pages:** Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; My Flag, 208a; Arranging the Start, 211a; Holidays, 212a; Holiday Spirit, 217a

**SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. DOK 2**

**SE/TE:** Native Americans, 190–191; Native American Objects, 194–195; Native Americans, 165–166, 168–169, 192–193, 197, 199, 244–245

**Additional TE Pages:** Native American Objects, 195a; Native American Story, 195a; Traditional Tunes, 195a; Celebration at Plymouth, 201a

*SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community.*

**SE/TE:** Learning About My School, 28–31; Meet Mary McLeod Bethune, 32–33; Things We Use, 34–35; From Place to Place, 124–125; Big Wheels, 126–127; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253

**Additional TE Pages:** School History, 28a; Time Capsule, 28a; Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a

**Scott Foresman Social Studies—People and Places  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Grade Two**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

*SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals), give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).*

**SE/TE:** Services in Our Community, 112–115; Community Services, 118–119; Local Government, 154–157; Government Services, 162

**Additional TE Pages:** Who Will Help? 112a; Hats, Hats, Hats, 119a; Sing a Song, 119a; In the Mayor’s Chair, 154a; Our Town, 159a; Familiar Leaders, 161

**SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2**

**SE/TE:** Rules and Laws, 4, 8–11, 44, 154, 156, 167–169

**Additional TE Pages:** Rule Book, 15a

**Constitutional Principles**

*SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.*

**SE/TE:** Local Government, 154–157

**Additional TE Pages:** In the Mayor’s Chair, 154a; Our Town, 159a; Familiar Leaders, 161

## Rights and Responsibilities

*SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.*

**SE/TE:** Citizenship Skills, H2–H9; The Land of Freedom, 180–183; Thirteen Colonies, One Country, 216–219; Voting for Leaders, 172–175

**Additional TE Pages:** The Preamble, 171a

**SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2**

**SE/TE:** 129, Citizenship Skills, H2–H9; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Discovery Channel School: Get Out the Vote, 194

## CULTURES AND SOCIETIES

### Elements of Culture

**SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1**

**SE/TE:** A Walk Through a Community, 16–17, Then and Now, 22–23, 66–67; The First Americans, 202–205; Living History, 208–209; Colonies, 210–213; A Step Back in Time, 272–275; Children of the World, 40–41; Spring, 260–261

**Additional TE Pages:** Culture, 17, 18, 23a, 37, 41a, 205, 206, 209a, 258

*SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.*

**SE/TE:** Culture, 116–117, 195h, 195, 196–197, 198–199, 202a, 202–205, 206–207, 208–209, 209a, 210–213, 215a, 216–219, 220–221, 221a, 222a, 222–225, 228–229, 229a, 230–233, 234–235, 243, 244–246, 250–253, 255a, 259, 260, 261, 272, 273, 274, 275, 282–283

## Social Institutions

*SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.*

**SE/TE:** Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Our State and Our Country, 30–33; Service in Our Community, 112–115; Goods from the Factory to You, 120–123; A Trip to the Bank, 126–129; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169

**Additional TE Pages:** Economics, 57, 100, 108, 121, 127, 138, 139a, 156, 212, 224, 277, 280, 285; Government, 82, 150, 153, 159a, 169

## Interactions Among Individuals and Groups

**SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2**

**SE/TE:** Citizenship Skills, H4–H5; We Belong to Groups, 6–7; Living in a Neighborhood, 8–11; Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115

**Additional TE Pages:** Being a Good Citizen, 111a; Diagram Leadership, 133a; Citizenship, 4, 12, 15a, 29, 75, 89, 98, 105, 117, 183, 211

*SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).*

**SE/TE:** Citizenship Skills, H4–H5; We Belong to Groups, 6–7; Living in a Neighborhood, 8–11; Kids Care Clubs, 12–13; Solve a Problem, 14–15; Make a Decision, 108–109; The Earth Angels, 88–89; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115

## ECONOMICS

### Scarcity

**SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources—natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2**

**SE/TE:** Our Earth's Resources, 76–79; Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; Citizen Heroes: The Earth's Angels, 88–89; Choosing Goods and Services, 104–107; Thinking Skills: Make a Decision, 108–109

**Additional TE Pages:** A Classroom Store, 104a

## Economic Systems and Institutions

*SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.*

**SE/TE:** Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 142-143, 178

**Additional TE Pages:** Make Your Own Bank, 126a

## Markets

**SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).**

**DOK 2**

**SE/TE:** From My Orchard to You, 68–71; Choosing Goods and Services, 104–107; Service in Our Community, 112–115; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139

*SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).*

**SE/TE:** Choosing Goods and Services, 104–107; Service in Our Community, 112–115; Dorling Kindersley: Fire Engine, 188–119; Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139

**Additional TE Pages:** A Classroom Store, 104a; What Should I Buy? 104a; The Flow of Money, 107; Is the Price Right? 109; Make Your Own Bank, 126a; Sentence Trade, 139a; Setting Up a Trading Post, 139a

## Production, Distribution, and Consumption

**SS-EP-3.4.1** Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). **DOK 2**

**SE/TE:** Growing Crop, 72–73; Choosing Goods and Services, 104–107; Thinking Skills: Make a Decision, 108–109; Goods from the Factory to You, 120–123; A Trip to the Bank, 126–129; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139

**Additional TE Pages:** A Classroom Store, 104a; From Farm to Table, 120a; What's Inside? 125a; How Are Goods Moved? 134a; Set Up a Trading Post, 139a

*SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation, and world.*

**SE/TE:** Service in Our Community, 112–115; Countries Trade and Move Goods, 134–137; Can You Guess These Workers? 140–141; Westward Ho! 228–229; Linking Our World, 278–281; Biography: Robert Fulton, 282–283

**Additional TE Pages:** Make a Jobs Booklet, 111a; Keeping in Touch, 278a; Communicate in Code, 283a; The Ups and Downs of Flight, 283a

*SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**SE/TE:** Cooperation and Interdependence, 30-33, 36-39, 68-71, 76-79, 82-85, 86-87, 88-89, 112-115, 120-123, 126-129, 134-137, 154-157, 160-163, 166-169, 172-175, 180-183, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 220-221, 222-225, 226-227, 228-229, 230-233, 234-235, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 282-283

## GEOGRAPHY

### The Use of Geographic Tools

*SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, at school, and in the community.*

**SE/TE:** Living in a Neighborhood, 8–11; Our Earth’s Resources, 76–79; Phoenix Kids Pride Program, 110–111; Service in Our Community, 112–115; Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215; Chart and Graph Skills: Read a Bar Graph, 80–81; Read a Pie Chart, 130–131; Read a Table, 164–165

*SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth’s surface and use relative location.*

**SE/TE:** Our Country is Part of Our World, 36–39; Interview with a Geographer, 56–59; Map and Globe Skills: Landforms and Water on a Map, 60–61; Our Earth’s Resources, 76–79

**Additional TE Pages:** Draw Geography Pictures, 61a; Terrific Trees, 81a

*SS-EP-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities are located in the community.*

**SE/TE:** Comparing Communities, 24–27; Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67

### Regions

*SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).*

**SE/TE:** Interview with a Geographer, 56–59; Map and Globe Skills: Landforms and Water on a Map, 60–61; Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67

**Additional TE Pages:** Clay Forms, 61a; Where We Live, 62a; Desert Life, 67a



## Patterns

*SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface.*

**SE/TE:** Comparing Communities, 24–27; The First Americans, 202–205; Colonies, 210–213; Map and Globe Skills: Use a Map Scale, 214–215; Our Country Grows, 222–225; Then and Now: Westward Ho! 228–229

**Additional TE Pages:** Living in a New Land, 210a; From Sea to Sea, 222a

*SS-EP-4.3.2 Students will describe how technology helps us move, settle, and interact in the modern world.*

**SE/TE:** Countries Trade and Move Goods, 134–137; Westward Ho! 228–229; Linking Our World, 278–281; Biography: Robert Fulton, 282–283

**Additional TE Pages:** Keeping in Touch, 278a; Communicate in Code, 283a; The Ups and Downs of Flight, 283a

## Human-Environment Interaction

**SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1**

**SE/TE:** Where People Live, 62–65; Then and Now: How and Where People Lived, 66–67; From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Chart and Graph Skills: Read a Bar Graph, 80–81; Caring for Our Resources, 82–85

*SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.*

**SE/TE:** How and Where People Lived, 66–67; Caring for Our Resources, 82–85; Biography: Rachel Carson, 86–87; Citizen Heroes: The Earth’s Angels, 88–89; Countries Trade and Move Goods, 134–137; The First Americans, 202–205; Colonies, 210–213

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

*SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, time lines) to interpret the past.*

**SE/TE:** Research Skills, H10–H15; Chart and Graph Skills: Read a Time Line, 226–227; People Celebrate, 256–259; A Step Back in Time, 272–275; Biography, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283; End with a Folktale, 284–285; End with a Poem, 42–43; End with Riddles, 140–141

**Additional TE Pages:** Bibliography, 1h, 49h, 97h, 147h, 195h, 243h; Primary Sources, 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281

### The History of the United States

**SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty), and patriotic holidays (e.g., Veterans Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2**

**SE/TE:** America The Beautiful, 90–91; The Land Of Freedom, 180–183; End With a Song, 188–189; Martin Luther King, Jr. Day, 183; Thanksgiving, 213; Independence Day, 219; Holiday Time Line, 240; Festivals, 247; Ellis island, 251; People Celebrate, 256–259; Spring 260–261; Memorial Day, 262–263, 286; Landmarks in Our Country, 264–267; Holiday Calendar, 287

**Additional TE Pages:** Culture, 18; Special Days, 256a; People Celebrate, 256–259; A Symbol of America, 250a; Picturing Spring Celebrations, 261; Community Landmarks, 264a

**SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. DOK 2**

**SE/TE:** Native Americans, 66-67, 202-205, 206-207, 208-209, 212-213, 222-225, 241

*SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community.*

**SE/TE:** How a Community Changes, 22–23; Westward Ho! 228–229; Invention, 275; Linking Our World, 278–279, 280–281; Biography, 282–283

**Additional TE Pages:** Keeping in Touch, 278a; The Ups and Downs of Flight, 283a; Communicate in Code, 283a

**Scott Foresman Social Studies—Communities  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Grade Three**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

*SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).*

**SE/TE:** Your Local Government, 382–383; Community Services, 384–387; Community Leaders, 390–395

**SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2**

**SE/TE:** Taking Responsibility, 378–379; Services Local Governments Provide, 386; Community Leaders, 392

**Constitutional Principles**

*SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.*

**SE/TE:** Your Local Government, 382–383; Community Services, 384–387; Community Leaders, 390–393

**Rights and Responsibilities**

*SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.*

**SE/TE:** Bill of Rights, 370–371; Being a Good Citizen, 376–379  
**Additional TE Pages:** Citizenship, H2, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378

**SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2**

**SE/TE:** Citizenship Skills, H2, H3; Communities and Resources, 160–165; Discovery Channel School: Unit Project, 198; Citizen Heroes, 16–17, 82–83, 256, 257; Being a Good Citizen, 376–379

**Additional TE Pages:** Citizenship, H2, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378

## **CULTURES AND SOCIETIES**

### **Elements of Culture**

**SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1**

**SE/TE:** Cultures, 13, 28, 29, 54, 55, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127, 128, 129, 218, 219, 226, 227

**Additional TE Pages:** Culture, 12, 28, 55, 79, 195, 246, 254, 372

*SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.*

**SE/TE:** Culture and Cultural Groups, 13, 28, 29, 54, 55, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127, 128, 129, 218, 219, 226, 227

**Additional TE Pages:** Culture, 12, 28, 55, 79, 195, 246, 254, 372

### **Social Institutions**

*SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.*

**SE/TE:** Social Institutions, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 92, 104, 105, 106, 107, 108, 109, 296, 297, 310, 311, 321, 322, 323, 335, 336, 339, 358, 359, 360, 361, 368, 370, 371, 384–387, 390–395

## Interactions Among Individuals and Groups

**SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2**

**SE/TE:** Issues and Viewpoints, 166, 228; Conflict Resolution, 184–185; Solve Problems, 270–271; Citizenship Skills, H2–H3; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

*SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).*

**SE/TE:** Citizen Heroes, 15–16, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229; People Change Communities, 398–401; Holidays for Freedom, 121; Conflict Resolution, 184–185; Solve Problems, 270–271; Citizenship Skills, H2–H3

## ECONOMICS

### Scarcity

**SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources—natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2**

**SE/TE:** Communities and Resources, 160–165; Issues and Viewpoints: Recycling, 166–167; Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333; A World of Trade, 334–339; Here and There, 340–341

**Additional TE Pages:** Economics, 27, 47, 118, 221, 232, 292, 294, 297, 301, 302, 307, 330, 340, 406

### Economic Systems and Institutions

*SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.*

**SE/TE:** Opening a Savings Account: A Sequence of Events, 287. For related information see: Money, 220, 287, Earning, Spending, and Saving, 290–295; History of Money, 296–297

## Markets

**SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising). DOK 2**

**SE/TE:** Welcome to My Community, 284–285; Earning, Spending, and Saving, 290–295; History of Money, 296–297; Citizen Heroes: Giving to the Community, 298–299; Choosing Wisely, 300–303; Thinking Skills: Make a Decision, 304–305; A Community Business, 306–308; Literature and Social Studies, Homer Price, 309–311; Biography: Madam C. J. Walker, 312–313

*SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).*

**SE/TE:** A World of Trade, 334–339. See also: Money, 220, 287, Earning, Spending, and Saving, 290–295; History of Money, 296–297; Giving to the Community, 298–299; Choosing Wisely, 300–303; Getting Ahead, 310–311

## Production, Distribution, and Consumption

**SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). DOK 2**

**SE/TE:** Using Resources, 318–323; Literature and Social Studies: Robinson Crusoe, 319; Map Adventure, 320; Chart and Graph Skills: Use a Cutaway Diagram, 324–325; Biography: Henry Ford, 326–327; Depending on Others, 328–333; A World of Trade, 334–339; Here and There: Around the World, 340–341

*SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation, and world.*

**SE/TE:** A Community Business, 306–308; Using Resources, 318–323; Chart and Graph Skills: Use a Cutaway Diagram, 324–325; Biography: Henry Ford, 326–327

*SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**SE/TE:** Cooperation and Interdependence, 10-15, 16-17, 18-23, 26-29, 82-83, 160-165, 166-167, 190-191, 228-229, 256-257, 266-269, 272-273, 298-299, 328-330, 376-379, 384-387, 396-397, 398-401

## **GEOGRAPHY**

### **The Use of Geographic Tools**

*SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, at school, and in the community.*

**SE/TE:** Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388; Charts, Graphs, Tables, Time Lines, 14, 56, 87, 158, 216, 234, 248, 291, 292, 302, 324, 327, 378, 391, 392, 399, 400

*SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth's surface and use relative location.*

**SE/TE:** Geography Skills, H13, H14, H15, H17, H18, H19; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Map Adventure: Chicago, 51; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59; Map and Globe Skills: Understand Hemispheres, 110–111; What Is Your Community's Environment?, 142–147; The United States of America, 148–149; A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 182–183; A Crossroads Community, 186–189; Map Adventure, 320; Atlas, R10, R11

*SS-EP-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities are located in the community.*

**SE/TE:** What's Your Community's Environment? 142–147; Living in Different Climates, 150–153; Then and Now: Homes of The Pueblo, 154–155; Communities and Resources, 160–165; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189; Explorers Come to North America, 208–211; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235



## Regions

*SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).*

**SE/TE:** Earth's Surface, 19, 20, 21, 22, 23, 134, 135, 136, 137, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158, 159, 172, 173, 175, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189

## Patterns

*SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth's surface.*

**SE/TE:** Human Settlement, 19, 22, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 52, 53, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 186, 187, 188, 189, 205

*SS-EP-4.3.2 Students will describe how technology helps us move, settle, and interact in the modern world.*

**SE/TE:** Technology Changes Communities, 240-241, 242-247, 250-255, 258-263, 264-265, 266-269, 272-273, 274-275

## Human-Environment Interaction

**SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1**

**SE/TE:** What's Your Community's Environment? 142–147; Living in Different Climates, 150–153; Then and Now: Homes of The Pueblo, 154–155; Communities and Resources, 160–165; A Mountain Community, 172–173; A Water Community, 178–179; World Climate Regions, 182–183; A Crossroads Community, 186–189

*SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.*

**SE/TE:** Human Activities, 19, 20, 21, 22, 52, 142, 143, 144, 145, 146, 147, 148, 150, 151, 152, 153, 154, 155, 161, 162, 163, 172, 175, 179, 180, 189

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

*SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, time lines) to interpret the past.*

**SE/TE:** History Skills, H4, H5, H6, H7, H8; Primary Sources, 46-47, 60-61, 82-83, 96-97, 118-119, 128-129, 156-157, 176-177, 180, 190-191, 200, 228-229, 236-237, 272-273, 276-277, 312-313, 326-327, 350-351, 360, 364-365, 402-403, 406, 407; Time Lines, 248–249, 275, 339

### The History of the United States

**SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty), and patriotic holidays (e.g., Veterans Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2**

**SE/TE:** Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; N’cwala, an African Thanksgiving, 124–125; Celebrate! 132; The United States of America, 148–149; Pledge of Allegiance, 350-351; The Magna Carta and the U.S. Constitution, 360; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Map Adventure: Washington D.C., 369

**SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. DOK 2**

**SE/TE:** Native Americans, 23, 118–119, 122-123, 154-155, 173, 179, 206-209, 229, 231, 236-237, 365

*SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community.*

**SE/TE:** From Farm to Town, 44–45; A New Life in America, 90–95; Transportation Over Time, 242–247; Map Adventure: Traveling West, 245–246; Communication Over Time, 250–255; Inventions Over Time, 258–263; Spreading the News, 264–265

**Scott Foresman Social Studies—Regions  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Grade Four**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

**SS-04-1.1.1 Students will describe the basic purposes of Kentucky government (to establish order, provide security, and accomplish common goals), give examples of the services that state governments provide (e.g., state police, state highways, state parks, public schools), and identify how the government of Kentucky pays for these services (e.g., sales taxes, state income taxes).  
DOK 2**

**Regions:** A Government for the People, 47; The Three Branches of Government, 50–52

**Kentucky Student Edition:** State Government, 96–103; Government Services, 109–110

**Kentucky Teacher’s Edition:** 56–57, 58–59

**SS-04-1.1.2 Students will explain how state governments function (by making, enacting, and enforcing laws) to protect the rights and property of citizens.  
DOK 2**

**Regions:** A Government for the People, 47; The Three Branches of Government, 50–52

**Kentucky Student Edition:** State Government, 96–103; How a Bill Becomes a Law, 104–105

**Kentucky Teacher’s Edition:** 56–57

**Constitutional Principles**

**SS-04-1.2.1 Students will identify the three branches of Kentucky government, explain the basic duties of each branch (executive—enforce the laws, legislative—make the laws, judicial—interpret the laws), and identify important state offices/leaders (Governor, Lieutenant Governor, General Assembly, Senate, House, representatives, senators, Kentucky Supreme Court, judges) associated with each branch. DOK 2**

**Regions:** For related information see: The Three Branches of Government, 50–52  
**Kentucky Student Edition:** State Government, 97; The Executive Branch, 98–99; The Legislative Branch, 100–101; Judicial Branch, 102–103; How a Bill Becomes a Law, 104–105

**Kentucky Teacher’s Edition:** 56–57

*SS-04-1.2.2 Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.*

**Regions:** For related information see: A Government for the People, 47; The Three Branches of Government, 50–52

**Kentucky Student Edition:** State Government, 97–105

**Kentucky Teacher’s Edition:** 56–57

## Rights and Responsibilities

**SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky’s Constitution and explain why they are important to citizens today. DOK 2**

**Regions:** For related information see We the People page 46, A Government for the People page 47, and The Three Branches of Government pages 50–51.

**Kentucky Student Edition:** Rights of Citizens, 119

**Kentucky Teacher’s Edition:** 60–61

**SS-04-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of Kentucky (e.g., voting in statewide elections, participating in state service projects, obeying state laws) and explain why civic engagement is necessary to preserve a democratic society. DOK 2**

**Regions:** Building Citizenship Skills, H2; Citizenship in Action, H3; Citizen Heroes, 60, 148, 200, 260, 318, 416

**Kentucky Student Edition:** Think About It, 95, Citizens in Action, 113; Democracy in Kentucky, 114; Rights of Citizens, 119–120

**Kentucky Teacher’s Edition:** 60–61

## CULTURES AND SOCIETIES

### Elements of Culture

**SS-04-2.1.1 Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences. DOK 2**

**Regions:** For related information see: Culture, 4, 13, 17, 41, 45, 53, 74–75, 98, 107–108, 115, 139, 147, 152–153, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310, 329, 345, 349, 354–355, 362, 373, 385–386, 389, 399, 407

**Kentucky Student Edition:** Culture, 17, 44–47, 72–74, 79, 88–89, 158–159

**Kentucky Teacher’s Edition:** 32–33, 44–45, 50–51, 79

### Social Institutions

*SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Kentucky and how they respond to the needs of the people.*

**Regions:** For related information see: Social Institutions, 116–119, 126–129, 130–133, 136–138, 142–146, 188–192, 194–199, 202–206, 207, 210–213, 256–259, 260, 264–266, 267, 276–282, 338–343, 346–348, 358, 384–388, 389, 400–406, 410–415

**Kentucky Student Edition:** Social Institutions, 84–87, 89–90, 95, 97, 101, 103, 107–110, 115–117, 119, 127, 136–137, 139–141, 147–150, 170

**Kentucky Teacher’s Edition:** 48–49, 50–51, 53–55, 56–57, 58–59, 60–61, 70–71, 72–73

### Interactions Among Individuals and Groups

**SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers). DOK 2**

**Regions:** For related information see: Native Americans, 126–129, 245, 256–259, 264–266, 269, 277, 302, 324–329, 334–336, 340, 342, 347, 394–399, 401

**Kentucky Student Edition:** Exploring Kentucky, 46–47; The American Revolution, 51–52; Conflicts in Kentucky’s Past, 79

**Kentucky Teacher’s Edition:** 32–33, 34–35, 44–45

*SS-04-2.3.2 Students will give examples of conflicts between individuals or groups today and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication) to use.*

**Regions:** For related information see: Citizen Heroes, 60, 148, 200, 260, 318, 416; Issues and Viewpoints, 238, 350; Building Citizenship Skills, H2; Citizenship in Action, H3; Additional TE Pages: Solve Problems, H5, 29, 109, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 49, 51, 76, 78, 111, 118, 174, 180, 200, 245, 265, 339, 341, 380, 402

**Kentucky Student Edition:** Kentucky's Beginnings, 44–49; The American Revolution, 51–52; Kentucky and the Civil War, 56–63; Conflicts in Kentucky's Past, 79

**Kentucky Teacher's Edition:** 32–33, 34–35, 56–57, 44–45

## ECONOMICS

### Scarcity

**SS-04-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources—natural, human, capital) and incur opportunity costs. DOK 2**

**Regions:** Economic Decisions, 29, 60–61, 74, 78–79, 88–89, 318–319, 350–351

**Kentucky Student Edition:** Exploring Kentucky Customs, 74, Use a Table, 130–131; Making Choices, 132–135; Selling Goods, 147

**Kentucky Teacher's Edition:** 44–45, 68–69, 70–71

### Economic Systems and Institutions

*SS-04-3.2.1 Students will explain how profit motivates individuals/businesses to take risks in producing goods and services.*

**Regions:** Cities Grow and Change, 142–146; Andrew Carnegie, 147; The Fur Trade, 264–266; Trading for Goods, 268–269; Ranches and Drivers, 338–343; Business and Pleasure, 410–415

**Kentucky Student Edition:** Parts of the Economy, 126–131; Making Choices, 132–137; Working in Kentucky, 138–145; Buying and Selling, 146–150

**Kentucky Teacher's Edition:** 66–76

## Markets

**SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand. DOK 2**

**Regions:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Cities and Industry, 145; Trade, 277, 278, 280, 414

**Kentucky Student Edition:** Buying and Selling, 146–150

**Kentucky Teacher’s Edition:** 74–75

*SS-04-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation, and world.*

**Regions:** Trade Then and Now, 72-79; Cities Grow and Change, 142–146; Andrew Carnegie, 147; The Fur Trade, 264–266; Trading for Goods, 268–269; Trade, 190, 277, 280, 414

**Kentucky Student Edition:** Buying and Selling, 146–150

**Kentucky Teacher’s Edition:** 74–75

## Production, Distribution, and Consumption

**SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Kentucky and the United States. DOK 2**

**Regions:** Economics, 29, 60-61, 74, 78-79, 88-89, 318-319, 350-351

**Kentucky Student Edition:** Parts of the Economy, 126–129; Use a Table, 130–131; Making Choices, 132–135; Jobs Over Time, 142; Mining Around the World, 144; Buying and Selling, 146–150

**Kentucky Teacher’s Edition:** 66–76

*SS-04-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity and promotes trade between regions of Kentucky and the United States (e.g., Midwest—corn, South—citrus).*

**Regions:** Human Resources, 31; Growth of Industry, 70-71, Trade Then and Now, 72-79; Interdependent, 81-82; Workers, 143, 146, 147, 260, 261

**Kentucky Student Edition:** Specialization, 129, 149

**Kentucky Teacher’s Edition:** 68–69

*SS-04-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**Regions:** Trade Then and Now, 72-79; Interdependent, 81-82; Workers, 143, 146, 147, 260, 261; The Fur Trade, 264–266; Trading for Goods, 268–269; Trade, 190, 277, 280, 414

**Kentucky Student Edition:** Buying and Selling, 146–150

**Kentucky Teacher’s Edition:** 74–75

## **GEOGRAPHY**

### **The Use of Geographic Tools**

**SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States. DOK 2**

**Regions:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402; Chart and Graph Skills, 110–111, 134–135, 240–241; Charts, Graphs, Tables, & Diagrams, 21, 48, 50, 76, 84, 110, 235, 240, 241, 315, 334, 382, 413

**Kentucky Student Edition:** Geographic Tools, 13, 15–16, 21, 30, 35, 39, 53–54, 140, 149, 161

*SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Kentucky by their absolute and relative locations.*

**Regions:** Map Handbook, H10–H22; Understand Latitude and Longitude, 408

**Kentucky Student Edition:** Where Is Kentucky? 14–16; Map and Globe Skills, 54–55; Relative Location, 69

**Kentucky Teacher’s Edition:** 20–21



*SS-04-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities were/are located in Kentucky.*

**Regions:** For related information see: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373

**Kentucky Student Edition:** Changing Kentucky’s Environment, 19; Regions, 22–25; Kentucky Plants and Animals, 36; Heading West, 48–49

**Kentucky Teacher’s Edition:** 22–23, 32–33

## Regions

**SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water). DOK 2**

**Regions:** For related information see: Regions, H10–H22, 6, 7, 8, 11, 12–15, 17, 20, 21, 26–31, 80–85, 104–109, 112–115, 142–146, 178–183, 246–249, 268–272, 314–317, 338–343, 346–348, 384–388, 410–415

**Kentucky Student Edition:** Regions, 16–17, 21–26, 30–31, 35–37, 47, 49, 59–63, 65, 67, 74, 88–89, 107–109, 127–129, 133–135, 140–141, 148, 158, 161, 166–167

**Kentucky Teacher’s Edition:** 22–23

## Patterns

**SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water). DOK 2**

**Regions:** For related information see: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373

**Kentucky Student Edition:** The Bluegrass Region, 23; Kentucky’s Natural Resources, 29; Early Kentuckians, 45; Exploring Kentucky, 46; Heading West, 48–49; Kentucky Becomes a State, 52; A Growing State, 65

**Kentucky Teacher’s Edition:** 22–23, 32–33

**SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Kentucky. DOK 2**

**Regions:** Transportation and Communication, 80–85; A Land of Promise, 132–133; Invention Time Line, 134–135; A Route to the Sea, 232–237; Using Farm Land, 274–275; Steamboats and Railroads, 280–282; Technology in the Southwest, 316–317; Irrigation and Air Conditioning, 347–348

**Kentucky Student Edition:** Changing Kentucky’s Environment, 19, Heading West, 48–49; Kentucky Becomes State, 52; A Growing State, 65; The Tennessee Valley Authority, 140–141

**Kentucky Teacher’s Edition:** 32–33, 72–73

**Human-Environment Interaction**

**SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on the environment today. DOK 3**

**Regions:** Human Environmental Interaction, 110–111, 115, 118, 142–146, 211–213, 234–235, 236–237, 238–239, 250–251, 270, 271, 272, 281, 282, 314–317, 347, 348, 384–387

**Kentucky Student Edition:** Changing Kentucky’s Environment, 19, Heading West, 48–49; A Growing State, 65

**Kentucky Teacher’s Edition:** 32–33

**SS-04-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of Kentucky. DOK 2**

**Regions:** For related information see: Regions and Landforms, 10–17; Climate, 18–23; Regional Resources, 26–31; The Beautiful Northeast, 104–106; Coastal Plains to the Mountains, 166–169; A Route to the Sea, 232–237; Land of Canyons, 300–304; A Land of Mountains, 368–373

**Kentucky Student Edition:** Exploring Kentucky, 46; Heading West, 48–49; Kentucky Becomes a State, 52

**Kentucky Teacher’s Edition:** 32–33

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

**SS-04-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, time lines) to describe significant events in the history of Kentucky and interpret different perspectives. DOK 2**

**Regions:** Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; Literature and Social Studies, 74, 107, 179, 271, 310, 385; Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418

**Additional TE Pages:** Bibliography, 1h, 95h, 157h, 223h, 291h, 359h; Grade-Level Biography, TR59–TR64

**Kentucky Student Edition:** Primary Sources, Artifacts and Timelines, 8–11, 44, 46–50, 52–53, 56–59, 61–64, 66, 68–69, 72, 74, 76, 81, 96, 115, 119, 154–155, 176–179

**Kentucky Teacher’s Edition:** 29–40

### The History of the United States

**SS-04-5.2.1 Students will identify significant historical documents, symbols, songs, and selected readings (e.g., state flag, "United We Stand, Divided We Fall," "My Old Kentucky Home") specific to Kentucky and explain their historical significance. DOK 2**

**Regions:** For related information see: Holidays and Symbols, 3, 90–91, 224; Symbols of the United States, R24–R27. Primary Source, 2–3, 96–97, 158–159, 224–225, 292–293, 360–361; Literature and Social Studies, 74, 107, 179, 271, 310, 385; Use a Vertical Time Line, 134–135; 155

**Kentucky Student Edition:** Kentucky Plants and Animals, 36–37; Kentucky Becomes a State, 52; A Modern State, 64–65; Kentucky’s State Seal, 113; Voting Rights, 115; Rights of Citizens, 119; End With a Song, 154–155

**Kentucky Teacher’s Edition:** 26–27, 34–35, 38–39, 60–61

**SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky. DOK 2**

**Regions:** For related information see: Early History of the Southeast pages 194–199.

**Kentucky Student Edition:** Early Kentuckians, 45; Exploring Kentucky, 46–49; Daniel Boone, 49; The Revolution to Statehood, 50–53

**Kentucky Teacher’s Edition:** 32–33, 34–35

**SS-04-5.2.3 Students will compare change over time in communication, technology, transportation, and education in Kentucky. DOK 3**

**Regions:** Transportation and Communication, 80–85; Steamboats and Railroads, 280–282

**Kentucky Student Edition:** Communication, Transportation, and Education, 46, 48–49, 52, 62–63, 65, 69, 74, 86, 90, 101, 103, 116–117, 140–141, 176–179

**Kentucky Teacher’s Edition:** 32–33, 36–37, 60–61, 72–73

**Scott Foresman Social Studies—The United States  
to the  
Kentucky Core Content for Assessment 4.1  
Social Studies**

**Grade Five**

**GOVERNMENT AND CIVICS**

**Formation of Governments**

**SS-05-1.1.1 Students will describe the basic purposes of the U.S. government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty), give examples of services the U.S. government provides (e.g., armed forces, interstate highways, national parks), and analyze the importance of these services to citizens today. DOK 3**

**SE/TE:** Government by the People, 14–17; The Constitutional Convention, 345–349

**SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting, and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements). DOK 3**

**SE/TE:** Government by the People, 14–17

**Constitutional Principles**

**SS-05-1.2.1 Students will identify the three branches of the U.S. government, explain the basic duties of each branch (executive—enforce the laws, legislative—make the laws, judicial—interpret the laws), and identify important national/federal offices/leaders (President, Vice-President, Congress, House, Senate, U.S. senators, U.S. representatives, U.S. Supreme Court, judges) associated with each branch. DOK 2**

**SE/TE:** Our Constitution, 348; The Three Branches of Government, 349

**SS-05-1.2.2 Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial). DOK 2**

**SE/TE:** Government by the People, 14–17; Our Constitution, 348; The Three Branches of Government, 349; Lesson Review, 350

## **Rights and Responsibilities**

**SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights) and analyze why they are important to citizens today. DOK 3**

**SE/TE:** Government by the People, 14–17; The Declaration of Independence, 299; Our Constitution, 348; The Work Still Ahead, 350; James Madison, 351

**SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society. DOK 3**

**SE/TE:** Government by the People, 14–17; The Bill of Rights, 354

## **CULTURE AND SOCIETIES**

### **Elements of Culture**

**SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences. DOK 2**

**SE/TE:** Native Americans of North America, 74–96; Africa’s Trading Empires, 106–109; Life in New Spain, 148–150; The Struggle to Found Colonies, 156–185; Life in the English Colonies, 200–225

## Social Institutions

*SS-05-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.*

**SE/TE:** Religion, 136, 148, 173, 178–180, 183–185, 218, 234, 238, 417; Education, 173, 216–217, 420, 521; Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664; Government by the People, 14-17; Our Constitution, 348–350

## Interactions Among Individuals and Groups

**SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States. DOK 2**

**SE/TE:** Conflict and Cooperation, 54–73, 76–99, 102–119, 134–153, 156–187, 202–229, 232–253, 268–293, 298–323, 338–359, 362–387, 402–427, 430–449, 464–489, 492–523, 538–559, 562–587, 602–633, 636–669

**SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2**

**SE/TE:** Issues and Viewpoints, 222-223, 310-311, 368-369, 576-577; The Struggle to Found Colonies, 154–185; The Road to War, 266–291; Winning the Revolution, 294–321

**Additional TE Pages:** Problem Solving, H3, 19, 81, 87, 111, 144, 159, 163, 177, 203, 247, 251, 255, 341, 377, 412, 440, 466, 471, 494, 505, 518, 550, 565, 613, 620

## ECONOMICS

### Scarcity

**SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the United States (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources—natural, human, capital) and incur opportunity costs. DOK 2**

**SE/TE:** How Free Enterprise Works, 19; Scarcity, 22; People and the Land, 28; Regions Work Together, 30; A Land Rich in Resources, 35; Working and Trading, 202–207; A New Kind of Revolution, 408–413; Inventions and Big Business, 562–567

## **Economic Systems and Institutions**

*SS-05-3.2.1 Students will explain how profits motivated individuals/businesses in the United States (Expansion, Industrialization) to take risks in producing goods and services.*

**SE/TE:** Working and Trading, 202–207; A New Kind of Revolution, 408–413; Inventions and Big Business, 562–567

## **Markets**

**SS-05-3.3.1 Students will give examples of markets in different periods of U.S. history (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences. DOK 2**

**SE/TE:** Free Enterprise, 18–22; Colonial Economies, 205; A New Kind of Revolution, 408–413; Inventions and Big Business, 562–567

*SS-05-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation, and world.*

**SE/TE:** Free Enterprise, 18–22; Working and Trading, 202–207; A New Kind of Revolution, 408–413; Inventions and Big Business, 562–567

## **Production, Distribution, and Consumption**

**SS-05-3.4.1 Students will describe production, distribution, and consumption of goods and services in the history of the United States (Colonization, Industrialization, Twentieth Century to Present). DOK 3**

**SE/TE:** Free Enterprise, 18–22; Colonial Economies, 205



**SS-05-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increase/increased productivity in the United States (Colonization, Industrialization, Twentieth Century to Present). DOK 3**

**SE/TE:** Specialization, 20, 67, 204, 617; Technology, 21, 22, 23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564, 565, 566, 609, 615, 617, 621, 629–630, 661, 664–665

*SS-05-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.*

**SE/TE:** Free Enterprise, 18–22; Resources 35–37; Trade, 102–104, 106–108, 112, 113, 114, 115, 206–207, 408–413, 562–567

## **GEOGRAPHY**

### **The Use of Geographic Tools**

**SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States. DOK 3**

**SE/TE:** Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R1; Charts and Graphs, 7, 8, 9, 12, 13, 20, 58, 59, 78, 135, 161, 181, 211, 212, 213, 225, 347, 410, 414, 427, 443, 465, 466, 493, 519, 570, 647, 686, 688, 690

**SS-05-4.1.2 Students will use geographic tools to locate and describe major landforms, bodies of water, places, and objects in the United States by their absolute location. DOK 2**

**SE/TE:** Map Handbook, H19; Use Latitude and Longitude, 140–141. See also: Map and Globe Skills, 32, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604

*SS-05-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities were/are located in the United States.*

**SE/TE:** Location, 68, 159, 171, 177, 243, 378, 379, 409, 411, 414–415

*SS-05-4.1.4 Students will explain how factors in one location can impact other locations (e.g., natural disasters, building dams).*

**SE/TE:** Location, 68, 159, 171, 177, 243, 378, 379, 409, 411, 414–415

## Patterns

**SS-05-4.3.1 Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water). DOK 2**

**SE/TE:** Settlement, 26–27, 159, 372, 378–379; Farmers and Cowboys, 546–552

**SS-05-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States. DOK 2**

**SE/TE:** Technology, 28, 234, 411, 412, 413, 414–415, 535, 539–541

## Human-Environment Interaction

**SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the United States (Colonization, Expansion) and analyze the impact on their environment. DOK 3**

**SE/TE:** Colonial Economies, 205; City Life, 211; New Mexico, 234; Conflicts Over Land, 247; A Nation Moving West, 372; Moving Goods and People, 411

**SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the United States (Colonization, Expansion). DOK 2**

**SE/TE:** Physical Environment, 159, 177, 372, 411, 412, 431, 439, 443

*SS-05-4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational).*

**SE/TE:** Land Usage, 26, 27, 28, 57, 409, 410, 411

## HISTORICAL PERSPECTIVE

### The Factual and Interpretive Nature of History

**SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, time lines) to describe significant events in the history of the United States and interpret different perspectives. DOK 3**

**SE/TE:** Print Resources, H5, H6; Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457, 530–531, 594–595; Analyze Primary Sources, Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 665, 669; Timelines, 46, 48, 54, 60, 66, 73, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 146, 152, 156, 164, 166, 168, 176, 186, 194, 202, 210, 216, 228, 246, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 344, 352, 370, 380, 402, 408, 426, 442, 456, 470, 488, 492, 506, 516, 522, 532, 546, 554, 568, 586, 602, 616, 632, 642, 668, 678, 682

## The History of the United States

**SS-05-5.2.1 Students will identify historical documents, selected readings, and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance. DOK 3**

**SE/TE:** Symbols, 7, 11, 531, 561, 611, 646, 672; Government by the People, 14-17; Star Spangled Banner, 383, 388–389; Mayflower Compact, 170; Emancipation Proclamation, 500; Martin Luther King, Jr., 644–646; United States Documents, R26–R52

**Additional TE Pages:** Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673

**SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization, Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today. DOK 2**

**SE/TE:** Immigration, 8, 10, 17, 157, 169, 567, 569, 570, 571, 572

**SS-05-5.2.3 Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation, and education. DOK 3**

**SE/TE:** Radio, 565, 618; Telegraph, 514–515, 539; Telephone, 563, 565; Railroads, 412–413, 535, 539–541; Ship Building, 19; Steam Engine, 411–412; Canal, 411, 414–415, Education, 643; Government, 646

**SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization, Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3**

**SE/TE:** Native Americans of North America, 76–97; Spain Builds an Empire, 134–151; The Struggle to Found Colonies, 156–184; Life in the English Colonies, 200–227; The Road to War, 266–293; Winning the Revolution 294–321; Forming a New Government, 336–357; The Young United States, 360–385; Westward Expansion, 428–447; Industry and Immigration, 560–585; Twentieth Century, 600–631, 634–669