

A Correlation of

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

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to the

Georgia
Performance Standards
Grades K-5



T/SS-5

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** supports the Georgia Performance Standards, Draft Version. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

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

Content

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

Accessibility

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

Motivation

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

Accountability

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

TABLE OF CONTENTS

Kindergarten - Here We Go.....	1
Grade One - All Together	10
Grade Two - People and Places	20
Grade Three - Communities.....	31
Grade Four - Building a Nation	41
Grade Five - Growth of a Nation	61

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00100 Social Studies/Grade K

Textbook Title: Scott Foresman Social Studies--Here We Go

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component	Where Taught
1.	<p>Strand/Course Content Standard</p> <p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies Here We Go provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies Here We Go actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion. D) Compute differences between time zones.	
3.	Analytical Reasoning and Problem Solving Skills: A) Build new content knowledge through analytical reasoning and problem solving. B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems. C) Investigate and reflect on cause and effect, and consequences of decision-making. D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem. E) Formulate possible alternatives or solutions to a given problem.	Scott Foresman Social Studies Here We Go provides activities that build thinking skills throughout each lesson to help students become critical thinkers and problem solvers. <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	<p>Inquiry and Research Skills:</p> <p>A) Generate questions and/or hypotheses worthy of systematic inquiry.</p> <p>B) Apply appropriate inquiry and research methodologies.</p> <p>C) Interpret research conclusions for different audiences.</p> <p>D) Determine adequacy, relevancy and consistency of information.</p>	<p>Scott Foresman Social Studies Here We Go provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources, and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.</p>
5.	<p>Reading Skills:</p> <p>A) Engage in reading for learning.</p> <p>B) Understand vocabulary specific to social studies.</p> <p>C) Read for pleasure.</p> <p>D) Select and discuss the main idea from a reading passage or listening activity</p>	<p>Scott Foresman Social Studies Here We Go provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies Here We Go includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies Here We Go provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies Here We Go includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies Here We Go provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SSK1	<p>HISTORY Knowledge of the Past</p> <p>The student will recognize that history describes events and people of other times and places by identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day.</p>	93, 94-95, 96, 156, 242-243, 245, 248, 260-261, 262, 263, 264-265, 266, 267, 268-269, 270, TR18, TR19, TR20, TR21, TR22, TR23, TR24, TR25, TR26, TR27, TR28
SSK2	<p>Continuity and Change</p> <p>The student will correctly use words and phrases related to chronology and time (now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, first, last, next week, calendar, month, and year).</p>	127, 128-129, 130, 156, 246, 247, 256-257, 258, 273, 274, 278, 312, 313, 315, 316, TR15, TR17, TR18, TR19, TR20, TR21, TR22, TR23, TR24, TR25, TR26, TR27
SSK3	<p>The student will put events in temporal order from his or her own life and from his or her family’s lives.</p>	16, 19, 21, 22, 247, 308, 315
SSK4	<p>Historical Research</p> <p>The student will describe everyday life of the present and of the past and begin to recognize that things change over time.</p>	127, 128-129, 130, 156-157, 271, 272, 273, 274, 275, 312, 313, 314-315, 316

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>GEOGRAPHY Physical and Human Systems</p>	
SSK5	The student will determine relative location of objects using directional words (near, far, up, down, left, right, straight, back, behind, in front of).	16, 32, 33, 34, 74, 77, 247
SSK6	The student will describe visual differences in photos of places, people, and environments.	14, 20, 21, 25, 26, 33, 61, 69, 127, 154, 155, 157, 158, 174, 212
SSK7	The student will identify the street address, city or town, and Georgia as the state and the United States as the country in which he or she lives.	26, 214-215, 252 Related content: 243
	<p>Tools of Geography</p>	
SSK8	The student will use simple maps and globes to develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.	34, 66, 69, 70, 73, 74, 75, 76, 89, 183, 209, 210-211, 214-215, 216, 218-219, 221, 222, 223, 224
SSK9	The student will use simple maps and globes to locate land and water features.	75, 183, 184, 211, 214-215, 218-219, 220, 221, 222, 223, 224
SSK10	The student will explain that maps and globes show a view from above.	73, 74, 75, 210-211, 222, 223
SSK11	The student will explain that maps and globes show things in smaller size.	72, 73, 76, 214-215, 222

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SSK12	Cultural Perspectives The student will describe places and people referenced in stories and real-life situations and recognize that different cultural groups have different characteristics.	14, 15, 16, 21, 22, 94-95, 96, 150, 158, 220, 258, 270
SSK13	GOVERNMENT/CIVICS Principles of Constitutional Democracy The student will demonstrate an understanding that there are important American symbols.	215, 242, 243, 245, 248, 250, 251, 252-253, 254, 270, 279, 280, 282
SSK14	The student will recite the Pledge of Allegiance.	246, 253, 270, 282
SSK15	The student will be able to recognize the national anthem of the United States.	Related content: 243, 280
SSK16	Responsibilities and Rights of Citizens The student will demonstrate an understanding of good citizenship	13, 36, 42, 66, 72, 78, 83, 85, 86-87, 88, 215, 243, 253, 254, 266, 270
SSK17	Comparative Political Systems The student will compare different ways used to develop rules.	16, 30, 35, 36, 37, 38, 81, 82, 83, 84

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SSK18	ECONOMICS Knowledge and Analytical Concepts The student will give examples of how family members, friends, or acquaintances use money directly or indirectly to buy things they want.	113, 116, 117, 131, 132-133, 134, 135, 136-137, 138, 139, 140, 141, 142, 144, 149, 160
SSK19 SSK20	Application and Interpretation Processes The student will match simple descriptions of the work that people do with the names of those jobs (e.g., police officer, fire fighter, mail carrier, nurse, doctor, and teacher). The student will explain that people make choices because they cannot have everything that they want.	10, 17, 18, 43, 44-45, 46, 61, 62-63, 68, 110-111, 112-113, 116, 118, 120-121, 122, 123, 124-125, 126, 130, 132-133, 154, 163, 165 117, 139, 140, 141, 142, 143, 144-145, 152-153, 156-157
SSK21	Decision-making The student will give examples of how making choices result in consequences, both good and bad.	17, 36, 37, 38, 83, 137, 140-141, 142, 153, 161, 175

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00200 Social Studies/Grade 1

Textbook Title: Scott Foresman Social Studies –All Together

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component	Where Taught
1.	<p>Strand/Course Content Standard</p> <p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies All Together provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies All Together actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion.</p> <p>D) Compute differences between time zones.</p>	
3.	<p>Analytical Reasoning and Problem Solving Skills:</p> <p>A) Build new content knowledge through analytical reasoning and problem solving.</p> <p>B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems.</p> <p>C) Investigate and reflect on cause and effect, and consequences of decision-making.</p> <p>D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem.</p> <p>E) Formulate possible alternatives or solutions to a given problem.</p>	<p>Scott Foresman Social Studies All Together provides activities that build thinking skills throughout each lesson to help students become critical thinkers and problem solvers.</p> <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	<p>Inquiry and Research Skills:</p> <p>A) Generate questions and/or hypotheses worthy of systematic inquiry.</p> <p>B) Apply appropriate inquiry and research methodologies.</p> <p>C) Interpret research conclusions for different audiences.</p> <p>D) Determine adequacy, relevancy and consistency of information.</p>	<p>Scott Foresman Social Studies All Together provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.</p>
5.	<p>Reading Skills:</p> <p>A) Engage in reading for learning.</p> <p>B) Understand vocabulary specific to social studies.</p> <p>C) Read for pleasure.</p> <p>D) Select and discuss the main idea from a reading passage or listening activity</p>	<p>Scott Foresman Social Studies All Together provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies All Together includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies All Together provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies All Together includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies All Together provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS1.5	Historical Research The student will collect evidence that demonstrates that Americans have a variety of different religious, community, and family celebrations and traditions.	E10-E11, E12-E13, H10-H11, H14-H15, 66-67, 184-185, 186-187, 189c, 196, 198-199, 201a, 205, 212a, 212-213, 214-215, 217a
SS1.6	GEOGRAPHY Physical and Human Systems The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.	H10-H11, H12-H13, H16-H17, H18-H19, H20-H21, H22-H23, H24-H25, H26, 74-75, 80, 138, 141a-141b, 190-191
SS1.7	Tools of Geography The student will construct a simple map of a familiar area, using basic map symbols in the map legend.	H24, H25, 54-55, 55a, 83, 84, 141c, 155, 179
SS1.8	The student will identify cardinal directions (north, east, south, and west) and apply them to maps, locations in the classroom, school, playground, and community.	H21, H23, H24, 60-61, 61a, 75, 84, 120-121, 154, 155, 155a, 200-201, 227
SS1.9	The student will identify the physical shapes of the United States and Georgia.	38, 74a, 75, 77, 79, 79a, 190, R4-R7, R8-R9

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS1.10	The student will identify and describe a continent, mountain, river, lake, and ocean.	H20, H21, H22, 76-77, 82, 138-139, 150a, 150-151, 152-153, 154-155, 155a, 189b, 189e, 200-201, 264-265, 265a, R4-R7, R8-R11
SS1.11	The student will define and locate the North and South Poles, Arctic and Antarctic Circles, and the equator.	76, 264-265, 265a, R4-R7
SS1.12	The student will locate the capital of the United States and the capital of Georgia on a United States map.	E14, 75, 187, 208, 220, 221, 226
SS1.13	Cultural Perspectives The student will explain that Americans have a variety of different religious, community, and family celebrations and customs.	E10-E11, E12-E13, 62a, 62, 63, 64-65, 66-67, 69a, 184-185, 186, 188-189, 189c, 198-199, 202a, 202, 205, 212a, 212-213, 214-215, 217a
SS1.14	GOVERNMENT/CIVICS Principles of Constitutional Democracy The student will recognize the concept of a leader.	E15, 46, 47, 70-71, 73a, 74, 78-79, 80a, 82, 85, 186, 204, 216-217, 218-221, 240-241
SS1.15	The student will identify American symbols.	E16, H6-H7, H8-H9, 4, 7c, 16, 17, 21a, 38, 187, 189c, 208-209, 210-211, 211a, 224-225, 228, 229

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS1.16	Responsibilities and Rights of Citizens. The student will display the characteristics of good citizenship in the classroom, home, and community.	E12-E13, H2-H3, H4-H5, 22-25, 26-27, 27a, 80a, 112-113, 218-219
SS1.17	Comparative Political Systems. The student will explain the rule-making process in a direct democracy and in a representative democracy.	H5, 22a, 22-25, 27a, 70-71, 218-221, 223a
SS1.18	ECONOMICS Knowledge and Analytical Concepts The student will identify goods and services that people buy and use.	80, 91, 108, 109, 111, 130, 133, 134, 238a, 238-239
SS1.19	The student will identify services that people do for each other.	83, 91, 108, 109, 111, 130, 238a, 238-239
SS1.20	The student will describe how people earn and spend money.	E4-E5, 88, 89, 90, 94-97, 98-99, 104-105, 106-107, 108, 130, 133, 238a, 239
SS1.21	Application and Interpretation Processes The student will make choices based on needs versus wants.	E4-E5, 90, 93a, 100, 101, 104a, 107a, 156, 157, 160-161, 238a

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS1.22	Decision-making The student will independently verbalize or list the consequences of the choices that they make (opportunity cost).	H5, 5, 25, 71, 101, 160-161

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00300 Social Studies/Grade 2

Textbook Title: Scott Foresman Social Studies –People and Places

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component	Where Taught
1.	<p>Strand/Course Content Standard</p> <p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies People and Places provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies People and Places actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

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(continued)	<p>C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion.</p> <p>D) Compute differences between time zones.</p>	
3.	<p>Analytical Reasoning and Problem Solving Skills:</p> <p>A) Build new content knowledge through analytical reasoning and problem solving.</p> <p>B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems.</p> <p>C) Investigate and reflect on cause and effect, and consequences of decision-making.</p> <p>D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem.</p> <p>E) Formulate possible alternatives or solutions to a given problem.</p>	<p>Scott Foresman Social Studies People and Places provides activities that build thinking skills throughout each lesson to help students become critical thinkers and problem solvers.</p> <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	<p>Inquiry and Research Skills:</p> <p>A) Generate questions and/or hypotheses worthy of systematic inquiry.</p> <p>B) Apply appropriate inquiry and research methodologies.</p> <p>C) Interpret research conclusions for different audiences.</p> <p>D) Determine adequacy, relevancy and consistency of information.</p>	<p>Scott Foresman Social Studies People and Places provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.</p>
5.	<p>Reading Skills:</p> <p>A) Engage in reading for learning.</p> <p>B) Understand vocabulary specific to social studies.</p> <p>C) Read for pleasure.</p> <p>D) Select and discuss the main idea from a reading passage or listening activity</p>	<p>Scott Foresman Social Studies People and Places provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies People and Places includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies People and Places provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies People and Places includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies People and Places provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>HISTORY Knowledge of the Past</p>	
SS2.1	The student will describe different ways people from the United States and other countries have achieved great distinction (e.g., scientific, professional, political, religious, business, military, athletic, or artistic).	E10-E11, 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 158-159, 170-171, 178-179, 179a, 206-207, 220-221, 229a, 230-233, 234-235, 242, 247, 254-255, 268-269, 282-283
SS2.2	With the help of an adult, the student will identify and describe well-known sites, events, or landmarks of different countries and explain why they are important.	E16, 35a, 249a, 249c, 251, 252, 253, 264a, 264-267, 268-269, 270-271, 271a, 272-273, 274-275
SS2.3	The student will name the American Indians that have lived in Georgia and locate the regions in which they lived.	Related Content: 30-31, 33, 64-65, 202a, 202-205, 206, 209, 209a
SS2.4	The student will describe current places in Georgia that are named after Indian cultures of the past.	209a Related Content: 30-31, 33, 64-65, 66-67, 201a, 202a, 202a, 202-204, 206, 209
SS2.5	The student will describe the Georgian Creek and Cherokee Indian cultures of the past in terms of tools, dress, homes, ways of making a living, and accomplishments.	Related Content: 30-31, 33, 64-65, 202-204, 206, 209, 209a

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS2.6	The student will compare and contrast the Georgian Creek and Cherokee Indian cultures of the past to cultures represented by the student population.	Related Content: 30-31, 33, 64-65, 202-204, 206, 209, 209a
SS2.7 SS2.8	Continuity and Change The student will use a calendar to identify days, weeks, months, years, seasons, and holidays. The student will explain the information that historical timelines convey and put events in his or her own life into chronological sequence (such as the year he or she was born, started school, began second grade, moved to the current area or neighborhood).	226-227, 240, 249a, 256, 257, 259, 262-263, 274, 277a, 287, 289, TR15-TR28 25, 201b, 201c, 226-227, 240, 256-257, 259
SS2.9	Historical Research The student will compare life in his or her own community to life in a different country.	Related Content: 16-19, 22, 23, 23a, 24a, 24-27, 29a, 37, 38-39, 40-41, 41a, 48, 244
SS2.10	GEOGRAPHY Physical and Human Systems The student will explain how the erosion and deposition action of rivers change Earth’s surface.	Related Content: 57, 59, 60-61, 66, 79, 82a, 82-85, 89, 93, 95, 225, 265

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS2.11	Tools of Geography. The student will identify the following major rivers of the world: Nile, Amazon, Mississippi, Yangtze, Danube, and Ganges.	57, 59, 60-61, 66, 93, 223, 224, 225, 265, 274
SS2.12	The student will locate the major oceans: Arctic, Atlantic, Pacific, and Indian.	H22, H24, H25, H26, 36a, 55a, 58, 59, 60, 61, 61a, 93, 186-187, 215a, 222a, 223, 250, 252, R4-R5, R6-R7, R8-R9
SS2.13	The student will locate the present boundaries of the United States, Canada, and Mexico.	H22, H24, H25, H26, 32-33, 93, 186, 223, 252, 254, R6-R7, R8-R9
SS2.14	The student will locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.	H18-H19, 36a, 36, 37, 38, 39, 40-41, 41a, 60, 61a, 117, 186-187, 222a, 225, 244, 251, 252, R3, R4-R5
SS2.15	The student will locate major mountains or mountain ranges of the world: Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and Rocky Mountains.	55a, 55c, 56a, 56, 57, 59, 60, 61, 93, 222a, 225
SS2.16	Cultural Perspectives The student will explain how the contributions of other cultures represented by the countries of origin of the students' families have influenced the present culture in the United States today.	E10, E11, 202-205, 206-207, 215a, 222a, 224-225, 230-231, 244, 246, 247, 249a, 272a, 272-275, 276-277, 281, TR26

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS2.17	The student will identify traditions or customs from other countries (not represented by the class population) that can be found in America today.	E10, E11, 202-205, 206-207, 209, 210-213, 219, 246, 247, 248-249, 249a, 258-259, 286, 289, TR26
SS2.18	GOVERNMENT/CIVICS Principles of Constitutional Democracy The student will recognize and explain important documents and symbols (such as Constitution, Bill of Rights, White House, U.S. Capitol, Great Seal) that represent the government of the United States.	E16, 35a, 149, 166, 167, 168, 169, 179, 180, 181, 182-183, 184-185, 198-199, 216-219, 249a, 249c, 266-267, TR27
SS2.19	The student will recite the Pledge of Allegiance and explain its meaning.	E11, H6-H7
SS2.20	The student will sing patriotic songs.	H8-H9, 90-91, 188-189, TR18
SS2.21	Responsibilities and Rights of Citizens. The student will describe the role of courts and judges in a democracy.	E14-E15, 153a, 156, 166a, 167, 168, 169, 170-171
SS2.22	The student will identify real people in the school or community that represent good citizenship through their actions.	12-13, 88-89, 110-111, 148-149, 152-153, 153b, 154a, 154-155, 156-157, 158-159, 172a, 172-175, 206-207, 254-255

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS2.23	The student will give examples people in the United States who are good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage, and compassion).	12-13, 28-29, 34-35, 74-75, 86-87, 88-89, 110-111, 111a, 116-117, 132-133, 158-159, 170-171, 178-179, 179a, 182-183, 206-207, 220-221, 234-235, 254-255, 282-283
SS2.24 SS2.25	Comparative Political Systems The student will define the concept of government. The student will identify the three branches of the United States government (Executive--President, Legislative--Congress, Judicial-- Supreme Court) and the jobs they do.	153a, 154a, 154-157, 159a, 160a, 160-163, 166a, 166-169 153a, 166a, 166-169, 170-171, 171a, 176-177
SS2.26	Economics Knowledge and Analytical Concepts The student will demonstrate an understanding of different types of resources.	E12, E13, 49-51, 52-53, 54-55, 55a-55c, 56a, 60, 61a, 69, 76a, 76-79, 81a, 82a, 82-85, 88-89, 89a, 95, 203, 208, TR25
SS2.27	Application and Interpretation Processes. The student will distinguish between the use of barter and money in exchange for goods and services.	97, 100, 101, 103a, 104-107, 138-139, 139a, 142, 145, 146, 212, R12, R15, R20, TR7

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS2.28	Decision-making The student will make production and consumer choices based on scarcity.	55a-55b, 57, 68a, 68-70, 108-109, 224

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00400 Social Studies/Grade 3

Textbook Title: Scott Foresman Social Studies –Communities

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component	Where Taught
1.	<p>Strand/Course Content Standard</p> <p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies Communities provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies Communities actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion. D) Compute differences between time zones.	
3.	Analytical Reasoning and Problem Solving Skills: A) Build new content knowledge through analytical reasoning and problem solving. B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems. C) Investigate and reflect on cause and effect, and consequences of decision-making. D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem. E) Formulate possible alternatives or solutions to a given problem.	Scott Foresman Social Studies Communities provides activities that build thinking skills throughout each lesson to help students become critical thinkers and problem solvers. <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	<p>Inquiry and Research Skills:</p> <p>A) Generate questions and/or hypotheses worthy of systematic inquiry.</p> <p>B) Apply appropriate inquiry and research methodologies.</p> <p>C) Interpret research conclusions for different audiences.</p> <p>D) Determine adequacy, relevancy and consistency of information.</p>	<p>Scott Foresman Social Studies Communities provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.</p>
5.	<p>Reading Skills:</p> <p>A) Engage in reading for learning.</p> <p>B) Understand vocabulary specific to social studies.</p> <p>C) Read for pleasure.</p> <p>D) Select and discuss the main idea from a reading passage or listening activity</p>	<p>Scott Foresman Social Studies Communities provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies Communities includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies Communities provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies Communities includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies Communities provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS3.1	<p>HISTORY Knowledge of the Past</p> <p>The student will explain how the contributions of ancient Greece have influenced the present world in terms of architecture, government (direct and representative democracy), laws, and sports.</p>	337, 352, 353, 356d, 356, 359, 361, 381, 406, 408
SS3.2	<p>The student will discuss the lives of Americans who expanded our rights and freedoms, including Abraham Lincoln, Frederick Douglass, Franklin D. Roosevelt, Eleanor Roosevelt, Mary McLeod Bethune, Martin Luther King, Jr., and Ronald Reagan.</p>	82-83, 121, 190-191, 344, 356d, 359, 366, 367, 368, 370-371, 374-375, R23, TR22, TR23
SS3.3	<p>Continuity and Change</p> <p>The student will explain the meaning of historical periods (e.g., century, decade, 1600s, and 1776) and use them correctly in speaking and writing.</p>	27, 32, 35, 86, 87, 154, 187, 220, 221, 225, 240c, 248-249, 268, 269, 407
SS3.4	<p>Historical Research</p> <p>The student will observe visual sources, such as historical paintings, photographs, or illustrations accompanying historical narratives about ancient Greece and formulate questions concerning clothing, setting, and action.</p>	<p>337, 352</p> <p>Related Content: H4-H5, H6-H7, H8-H9, 212-213</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS3.5	The student will describe how artifacts of everyday life help us to understand how people live.	H4-H5, 234, 235, 394
SS3.6	GEOGRAPHY Physical and Human Systems The student will locate Greece on a world map and globe and will describe the physical and human characteristics of the location.	337, R5 Related Content: H10, H11, R12-R13
SS3.7	The student will identify and describe landforms including mountains, deserts, valleys, plains, plateaus, and coasts.	H17, H19, 142, 143, 144, 145, 147, 148, 149, 168, 169
SS3.8	The student will explain how landforms and rivers influenced settlement patterns.	H10, H17, 133, 135, 142, 143, 172, 178, 179
SS3.9	Tools of Geography The student will use a visual representation to draw conclusions and make generalizations and inferences.	9, 37, 73, 103, 135, 141, 143, 171, 173, 181, 187, 207, 241, 289, 317, 357, 383
SS3.10	The student will compare different types of visual representations of a given area and describe the advantages and limitations of each.	H15, H16, H17, 222-223, 279
SS3.11	The student will use distance scale to measure the distance between two locations on a map	32-33, 35, 63, 174, 236

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS3.12	Cultural Perspectives The student will describe how the stories and legends of the ancient Greeks influence our lives today.	406, 407
SS3.13	GOVERNMENT/CIVICS Principles of Constitutional Democracy The student will discuss the ancient Athenians’ idea that a community should choose its own leaders.	356c, 358, 359, 380, 408
SS3.14	The student will explain the concept of representative democracy as it applies to our national, state, and local governments.	206d, 230, 233, 235, 238, 394, 395, 408, 409, R32
SS3.15	The student will explain the importance of the basic principles that provide the foundation of a republican form of government.	356c, 356d, 359, 360, 361, 372, 380, 408, 409, R32
SS3.16	The student will explain why it is necessary for our country, states, and communities to have governments.	E14-E15, E16, 354-355, 357, 359, 382c, 384-385, 386, 387, 392
SS3.17	Responsibilities and Rights of Citizens The student will explain why it is important for citizens of the United States to be educated and active in the political decisions and actions of our government.	H2-H3, 16-17, 82-83, 190-191, 256-257, 298-299, 356d, 376, 377, 378, 379, 380, 396-397

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS3.18	The student will name and describe the major political parties of the United States.	Related Content: 394, 404
SS3.19	Comparative Political Systems The student will name three levels of government (national, state, and city) and give examples of each of their responsibilities.	187, 386, 391, 392, 398, 399, 400, 401
SS3.20	The student will identify the leader at each level of government (national, state, and city) and explain their duties.	E15, 382d, 390-391, 392-393, 395, 398, 399, 400, 401, 404, 405
SS3.21	ECONOMICS Knowledge and Analytical Concepts. The student will explain how producers use natural resources (water, soil, woods, and coal) human resources (people at work), and capital resources (machines, tools and buildings) to produce goods and services for consumers.	E4-E5, 160, 161, 316c, 316d, 318, 319, 320, 321, 322, 323, 340-341, 347
SS3.22	The student will explain the role of the entrepreneur in relation to the other factors of production (land, labor and capital).	46-47, 299, 312-313, 314, 326-327 Related Content: 290-291, 295, 318, 321, 322

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS3.23	Application and Interpretation Processes The student will demonstrate an understanding of specialization and interdependence.	317, 318, 321, 323, 328-329, 330, 333, 334-335, 336, 338, 340, 341, 342, 343
SS3.24	Decision-making. The student will express the understanding that people should not spend more than they make (budgeting).	288c, 290, 292-293, 294, 295

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00500 Social Studies/Grade 4

Textbook Title: Scott Foresman Social Studies –Building a Nation

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component	Where Taught
1.	<p>Strand/Course Content Standard</p> <p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies Building a Nation provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies Building a Nation actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion.</p> <p>D) Compute differences between time zones.</p>	
3.	<p>Analytical Reasoning and Problem Solving Skills:</p> <p>A) Build new content knowledge through analytical reasoning and problem solving.</p> <p>B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems.</p> <p>C) Investigate and reflect on cause and effect, and consequences of decision-making.</p> <p>D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem.</p> <p>E) Formulate possible alternatives or solutions to a given problem.</p>	<p>Scott Foresman Social Studies Building a Nation provides teach, practice and apply thinking skills throughout each lesson to help students become critical thinkers and problem solvers.</p> <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	<p>Inquiry and Research Skills:</p> <p>A) Generate questions and/or hypotheses worthy of systematic inquiry.</p> <p>B) Apply appropriate inquiry and research methodologies.</p> <p>C) Interpret research conclusions for different audiences.</p> <p>D) Determine adequacy, relevancy and consistency of information.</p>	<p>Scott Foresman Social Studies Building a Nation provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.</p>
5.	<p>Reading Skills:</p> <p>A) Engage in reading for learning.</p> <p>B) Understand vocabulary specific to social studies.</p> <p>C) Read for pleasure.</p> <p>D) Select and discuss the main idea from a reading passage or listening activity</p>	<p>Scott Foresman Social Studies Building a Nation provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies Building a Nation includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies Building a Nation provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies Building a Nation includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies Building a Nation provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS4.1	Social Studies Skills to be integrated throughout the year. The student will construct and correctly interpret historical timelines.	46-47, 48-49, 72-73, 98-99, 110-111, 116-117, 118-119, 126-127, 128-129, 134-135, 138, 152-153, 154, 156-157, 164-165, 176-177, 186-187, 194-195, 196-197, 200, 202-203, 228-229, 232-233, 252-253, 260-261, 262-263, 268-269, 276-277, 286-287, 292-293, 296-297, 314-315, 322-323, 330-331, 332-333, 358-359, 368-369, 394-395, 396-397, 426-427, 448-449, 456-457, 458-459, 488-489, 522-523
SS4.2	The student will identify and interpret primary sources (i.e., documents, photos, artifacts, journals, letters, and newspapers), as well as other research tools (i.e., music, literature, biographies, and historic sites and places).	H6, 3, 11, 16, 21, 23, 31, 37, 39, 40, 41, 47, 65, 79, 81, 93, 103, 105, 127, 135, 149, 151, 158, 160, 163, 171, 174, 182, 183, 184, 185, 195, 206, 214, 215, 217, 221, 222, 223, 227, 235, 237, 241, 249, 261, 269, 270, 274, 275, 279, 281, 282, 283, 284-285, 288, 290, 293, 299, 301, 304, 309, 310, 311, 316, 327, 331, 343, 346, 348, 350, 351, 353, 355, 366, 367, 368, 369, 371, 374, 385, 395, 406, 407, 410, 418, 419, 421, 423, 432, 437, 439, 457, 467, 469, 471, 475, 478, 481, 483, 489, 497, 498, 500, 504, 508, 510, 511, 519, 531
SS4.3	Geography The student will demonstrate an understanding of the physical and human geographic features that define places and regions by: a) explaining and using latitude and longitude to determine the absolute locations of places in the United States	H14-H15, H19, 140-141, 153, 191, R85

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>b) identifying the North and South Poles, the equator and the prime meridian, the tropics, and the hemispheres as they relate to Georgia.</p> <p>c) identifying the state capital and describe the various regions of Georgia including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p>d) taking one place in the United States, such as Atlanta, and describe how the region has changed from this historical time period (1607-1789) to the present time.</p>	<p>H12-H13, H14-H15, H19, 140-141, 153</p> <p>Related Content: 176-177, 180-181</p> <p>204 Related Content: 24-25, 28-29, 30, 31, 33, 56-57, 62, 410</p>
SS4.4	<p>Geography</p> <p>The student will describe and locate the major natural and human features that define places and regions in the United States and on Earth with an emphasis on:</p> <p>a) The seven continents and their natural factors including deserts, mountain ranges, frozen tundra, and vegetation, such as rain forests.</p>	<p>E8-E9, H12, H13, H14, 53, 89, 101, 103, 107, 116</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>b) The concept of region as an area with unifying human or natural factors, including different geographic regions of the United States such as the Great Plains, Midwest, Northeast, Pacific Coast, Rocky Mountains, Southeast, and Southwest.</p> <p>c) The ways that a region can change over time as technological, human, and geographical changes occur.</p> <p>d) The ways people have adapted to and modified their environment over time.</p>	<p>24-25, 26-27, 30, 84, 89, 95</p> <p>24-25, 28-29, 30, 31, 33, 56-57, 62, 410</p> <p>28, 31, 34-35, 36-37, 38, 39, 40-41, 56-57</p>
SS4.5	<p>Geography</p> <p>The student will use maps, globes, photographs, pictures, charts, and tables to:</p> <p>a) describe how communities in Georgia vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>b) explain how physical features and climate influenced the movement of people into the Americas.</p>	<p>Related Content: 25, 27, 28, 30, 31, 58-59</p> <p>55, 57, 72, 73, 428d, 429, 431, 438, 439, 440, 442, 443, 444, 445, 449</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS4.6	<p>Geography</p> <p>The student will use geographic tools to collect, analyze, and interpret data by</p> <p>a) applying geographic tools, including grid systems, legends, symbols, scales, and compass roses to construct and interpret maps.</p> <p>b) translating geographic data into a variety of formats such as raw data to graphs, maps, and charts (e.g., charting software such as Excel).</p>	<p>H16, H17, H18, H19, 244-245</p> <p>Interpret Maps: 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, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14</p> <p>H19, 8, 9, 12-13, 58-59, 136, 181, 182, 244, 245, 375</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS4.7	<p>Economics</p> <p>The student will analyze patterns of work and economic activities in North and South America, the United States and Georgia over time with emphasis on:</p> <p>a) how people, over time, in different regions have used natural resources of that region to make a living.</p> <p>b) how geographic factors have influenced the location of economic activities in Georgia.</p> <p>c) the effects of immigration, migration, and limited resources on the economic growth of North and South America, the United States, and Georgia.</p> <p>d) the causes of the establishment of slavery in North America and the economic consequences of slavery and the abolition of slavery.</p> <p>e) how developments in transportation, communication, and technology have influenced economic activities in the United States during the time period under study.</p>	<p>31, 34, 35, 36, 38, 78, 80, 205, 212, 213, 214, 215</p> <p>Related Content: H10-H11, 6b, 18-19, 21-22, 35</p> <p>10, 72, 411, 428d, 429, 431, 438, 439, 440, 442, 443, 444, 445, 449</p> <p>150, 200d, 206, 207, 224, 225, 226, 227, 229, 418, 470-474, 476-482, 500, 503, 517, 518, 519, 521</p> <p>23, 205, 408, 409, 410, 411, 412, 413, 426, 496, 499, 514-515</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U1 SS4.1	Unit 1: The Geography of North and South America The student will recognize the geographic boundaries of present day United States, Canada, and Mexico on a map and globe.	H16, H17, H20, 33
U1 SS4.2	Geography The student will locate the North and South Poles, the Equator, the Prime Meridian, and the Northern, Southern, Eastern, and Western Hemispheres.	H12, H13, H14, H15
U2 SS4.3	Unit 2: Settlement of the Americas Geography The student will describe the earliest settlements of the New World by Native Americans through investigating the routes of migration and settlement and describing how various Native groups adjusted to the geography and climate.	55, 57, 60, 61, 62, 63, 64, 68, 73, 74c, 74d, 77, 78, 83, 84, 89, 90, 91, 95
U2 SS4.4	History The student will identify the differences among the early civilizations of Latin America – the Mayans, the Aztecs, and the Incas by comparing and contrasting: a) locations of these civilizations	66, 68, 70, 72

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	b) accomplishments c) religions d) cultures, including the use of slaves e) types of government/punishments	66, 67, 68, 69, 70, 71, 72, 73 67, 68, 70, 71, 72 66, 67, 68, 69, 70, 73 68, 69, 70, 71, 73
U2 SS4.5	Geography The student will describe the earliest settlements of North America by Native Americans through investigating how various Native American adjusted to the geography and climate.	55, 57, 60, 61, 62, 63, 64, 68, 73, 74c, 74d, 77, 78, 83, 84, 89, 90, 91, 95
U2 SS4.6	Geography The student will be able to explain that people make decisions based on their beliefs and that cultural backgrounds influence their beliefs.	71, 79, 81, 90, 91, 96, 97

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U3 SS4.7	Unit 3: Conflict of Cultures Geography The student will describe the early explorations of the Americas.	132c, 133, 134, 135, 136, 137, 138, 143-145, 146, 147-150, 153
U3 SS4.8	Economics The student will describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	104, 106, 110-111, 112-113, 114-115, 128, 130, 139, 143
U3 SS4.9	History The student will explain why and how the Native Peoples of the Meso America were defeated by the Europeans based on the following: a) technology b) germs	143, 145 136, 143, 144, 145, 153

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	c) deceit d) economic goals e) government structures f) alliances between Native Peoples and Europeans against other Native Peoples	143, 145 139, 144 145 143, 145
U4 SS4.10:	<p><u>Unit 4: The Colonization of North America</u> History, Geography, Government, Economics</p> <p>The student will describe the social, political, cultural, religious, and economic aspects of North American colonization with emphasis on:</p> <p>a) the location and reasons for French settlement.</p> <p>b) the reasons for English colonization, (religious freedom, desire for land, economic opportunity, and a new life), particularly in Georgia.</p> <p>c) the significance of the Jamestown Colony and the discovery of a cash crop.</p> <p>d) the meaning and importance of the Mayflower Compact.</p>	<p>165, 166, 167, 187, 230c, 231, 232, 233, 240, 241, 242, 243</p> <p>154c, 155, 156, 157, 160, 161, 162, 168, 169, 170, 171, 172, 173, 178, 179, 180, 181, 182, 183, 184-185, 186, 187</p> <p>156, 159, 160, 161, 162, 163, 186, 187, 190</p> <p>154d, 170, 173</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>e) key differences among the three colonial regions of the British colonies and the significance of key individuals who founded colonies, including William Bradford, John Winthrop, Roger Williams, William Penn, Lord Baltimore, and James Oglethorpe.</p> <p>f) interactions between Native people and European settlers, including the agricultural and cultural exchanges, alliances, and conflicts with emphasis on their different relationships with nature and the environment (domination vs. harmony).</p> <p>g) the early reliance of the plantation system for labor and settlement by indentured servants.</p> <p>h) the introduction and institutionalization of slavery, including the slave trade in Africa and the Middle Passage of the triangular trade as well as the contribution of slaves and free blacks in the success of the colonies.</p>	<p>129, 168, 169, 170, 172, 173, 174-175, 178, 179, 180, 181, 182, 183, 184-185, 186, 187</p> <p>128-129, 160, 161, 170, 171, 180, 184, 186, 192</p> <p>136, 161, 213</p> <p>150, 155, 206, 207, 213, 214, 224, 225, 226, 227, 228, 229</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>i) the geographic factors that influence patterns of settlement and the distribution of population in the United States during the 16 th and 17 th centuries, during early American colonization, and in Georgia during the onset and expansion of slavery.</p> <p>j) the early representative government and democratic practices that emerged, including town meetings and colonial assemblies, and the House of Burgesses.</p>	<p>154c, 154d, 161, 165, 166, 167, 172, 173, 177, 178, 179, 180, 181, 182, 186, 187, 211, 225</p> <p>154d, 156, 162, 178, 179, 186, 212, 228</p>
U4 SS4.11	<p>Geography</p> <p>The student will describe the key differences among the three colonial regions, according to climate, physical features, and natural resources, with an emphasis on Georgia in the Southern colonies.</p>	<p>176, 177, 178, 179, 180, 181, 182</p>
U4 SS4.12	<p>History</p> <p>The student will compare and contrast colonial life in America from the perspectives of large landowners, subsistence farmers, artisans, women, indentured servants, and slaves.</p>	<p>198, 199, 200d, 200, 202, 203, 204, 207, 210, 211, 212, 213, 214, 215, 216-220, 224, 225, 226, 227, 228, 229</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U5 SS4.13	<p><u>Unit 5: Our Democratic Heritage</u> Government, History</p> <p>The student will investigate the early forms of government and democratic practices that emerged in the colonies (including legislative bodies, charters on individual freedom and rights, town meetings, and colonial assemblies), and explain how these developments contributed to the American Revolution.</p>	154d, 161, 162, 169, 170, 173, 178, 179, 184-185, 186, 219, 222-223, 228, 270, 271, 273, 278
U5 SS4.14	<p>History</p> <p>The student will explain the causes and effects of the French and Indian War.</p>	230d, 246, 247, 248, 249, 250, 251, 252, 256
U5 SS4.15	<p>History/Economics</p> <p>The student will explain the effects of the changes in British imperial policy following the French and Indian War, and the colonial response to the policies below:</p> <ul style="list-style-type: none"> a) The 1764 Sugar Act b) The 1765 Stamp Act c) The 1767 Townsend Duties d) The 1773 Tea Act and the 1774 Intolerable Acts 	268, 269, 270, 271, 272, 273, 278, 279, 280, 282, 292, 293

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U6 SS4.16	<p>Unit 6: The American Revolution History</p> <p>The student will describe the views, lives, and/or impact of key individuals during the events leading to the American Revolution (e.g. King George III, John Hancock, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, Charles Cornwallis, John Adams, Samuel Adams, Crispus Attucks, Benedict Arnold, Abigail Adams, Martha Washington).</p>	262-263, 268, 269, 270, 271, 273, 274-275, 276, 277, 278, 281, 282, 283, 284-285, 286, 287, 292, 296, 297, 298, 307, 318, 332
U6 SS4.17	<p>Government</p> <p>The student will explain the main ideas represented in the Declaration of Independence.</p>	294d, 295, 298-300, 301, 339, R26-R29
U6 SS4.18	<p>History</p> <p>The student will explain the role of Georgia in the American Revolution by identifying the reasons why Georgia went to war with England and identifying the various roles played by Georgians in the Revolutionary War era.</p>	<p>Related Content:</p> <p>266c, 266d, 269, 270, 271, 272, 273, 277, 278, 279, 280, 281, 302-308, 314-319</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U6 SS4.19	<p>History</p> <p>The student will describe major battles and events of the Revolutionary War including:</p> <ul style="list-style-type: none"> a) Paul Revere's ride b) The Battles of Lexington and Concord c) Valley Forge d) Bunker Hill e) Saratoga f) The Battle of Yorktown 	266d, 266, 267, 286, 287, 288, 289, 290, 291, 292, 293, 294c, 294d, 302, 303, 304, 305, 308, 316, 317, 318, 319, 322, 323, 328
U6 SS4.20	<p>History</p> <p>The student will describe the contributions of France to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French Navy, and the Treaty of Paris).</p>	315, 318, 319
U7 SS4.21	<p>Unit 7: The New Government and the Constitution of the United States</p> <p>History</p> <p>The student will explain how crucial events after 1776 led to the writing of the U.S. Constitution.</p>	296-300, 302-308, 314-319, 337, 338, 339-343, 344, 345, 346, 347, 348, 349, 350, 358, 359
U7 SS4.22	<p>Government</p> <p>The student will identify the following documents and their importance as a foundation leading up to the writing of the Constitution: Mayflower Compact, the Declaration of Independence, and the Articles of Confederation.</p>	154d, 170, 173, 294d, 295, 298-300, 301, 336d, 337, 338, 339, 340, 342, 343, R26-R29

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U7 SS4.23	Government The student will describe the basic provisions of the Constitution and the Bill of Rights, emphasizing the separation of powers of the central government and the states, the three branches of government and their roles, the limits on the power of government and the individual rights of citizens.	348, 349, 350, 351, 352, 353, 354, 359, R30-R38

Correlation to Georgia Performance Standards, Draft Version

Subject Area: Social Studies

State-Funded Course: 45.00600 Social Studies/Grade 5

Textbook Title: Scott Foresman Social Studies –Growth of a Nation

Publisher: Pearson Scott Foresman

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught
1.	<p>Communication Skills:</p> <p>A) Use oral, written and visual communication to interpret and synthesize information from multiple sources.</p> <p>B) Use oral, written, and visual communication to express knowledge and understanding of concepts to a variety of audiences.</p> <p>C) Use oral, written, and visual communication to determine if information is fact or opinion, is bias or nonbiased.</p>	<p>Correlation references to the teacher edition with associated student edition pages.</p> <p>Scott Foresman Social Studies Growth of a Nation provides a multitude of activities and exercises that support student success in oral, written and visual communication skills. The Unit Projects invite students to apply key concepts and communication skills. Gripping narrative and museum-quality art draw students into the text and show the major social studies strands at work across the nation.</p>
2.	<p>Connection Skills:</p> <p>A) Recognize and apply connections among concepts, events, and processes in the content area.</p> <p>B) Apply knowledge and concepts in interdisciplinary/real world contexts.</p>	<p>Scott Foresman Social Studies Growth of a Nation actively connects students with interdisciplinary content with Curriculum Connection features throughout the text for students. The lessons, skills, and features of each unit provide many opportunities to make connections between social studies and other areas of the elementary curriculum such as reading, writing, literature, math, music, drama, art, and science. Real-world context allows students to apply concepts to their daily lives. Students collect data from print and non-print sources.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>C) Collect data from a variety of sources in order to form a hypothesis or draw a conclusion.</p> <p>D) Compute differences between time zones.</p>	
3.	<p>Analytical Reasoning and Problem Solving Skills:</p> <p>A) Build new content knowledge through analytical reasoning and problem solving.</p> <p>B) Apply and adapt appropriate skills and strategies to best solve routine and non-routine problems.</p> <p>C) Investigate and reflect on cause and effect, and consequences of decision-making.</p> <p>D) Analyze information and events from multiple sources of information in terms of agreement, contradictions, and discrepancies to propose solutions to a problem.</p> <p>E) Formulate possible alternatives or solutions to a given problem.</p>	<p>Scott Foresman Social Studies Growth of a Nation provides activities that build thinking skills throughout each lesson to help students become critical thinkers and problem solvers.</p> <ul style="list-style-type: none"> • Solve a Problem • Make a Decision • Classify • Identify Point of View • Make Generalizations • Evaluate Advertisements • Recognize Fact and Opinion • Make Inferences • Detect Bias • Determine Accuracy of Information

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
4.	Inquiry and Research Skills: A) Generate questions and/or hypotheses worthy of systematic inquiry. B) Apply appropriate inquiry and research methodologies. C) Interpret research conclusions for different audiences. D) Determine adequacy, relevancy and consistency of information.	Scott Foresman Social Studies Growth of a Nation provides a wide variety of activities for student success with inquiry and research skills. Students generate questions, research using print and non-print sources and present to different audiences. Complete research and writing skills lessons guide students through the process of researching a topic and presenting their findings.
5.	Reading Skills: A) Engage in reading for learning. B) Understand vocabulary specific to social studies. C) Read for pleasure. D) Select and discuss the main idea from a reading passage or listening activity	Scott Foresman Social Studies Growth of a Nation provides explicit reading instruction that builds understanding. Every unit teaches a key Target Skill that helps students read for understanding with many opportunities throughout the text for reading instruction, practice and application. Built-in vocabulary instruction ensures student comprehension of key social studies terms. Prior to each unit, Scott Foresman Social Studies Growth of a Nation includes examples of reading and vocabulary development strategies to instruct students about unit vocabulary. Tested vocabulary is identified at the beginning of each lesson to prepare students for reading. Every term is highlighted in the text, allowing students to locate key vocabulary quickly and easily. In addition, the Literature and Social Studies feature allows students to read for pleasure as well as discuss the selection.

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
6.	<p>Information Processing Skills:</p> <p>A) Use graphs and charts to analyze information, draw conclusions, and propose solutions.</p> <p>B) Determine sequences of events and organize information in a meaningful way.</p> <p>C) Distinguish between primary and secondary sources and determines respective uses.</p> <p>D) Analyze artifacts</p>	<p>Scott Foresman Social Studies Growth of a Nation provides complete research and writing skills lessons to guide students through the process of researching a topic and presenting their findings. Informative chart and graph skill lessons teach students how to read and interpret the types of data and graphic information. Students analyze artifacts to learn how people lived in the past knowing each artifact tells a story.</p>
7.	<p>Government/Citizenship Skills:</p> <p>A) Recognize the unique opportunity to participate in government that is afforded in the United States.</p> <p>B) Show an understanding that citizenship in the United States includes both responsibilities and rights.</p> <p>C) Identify alternative methods of conflict resolution and apply to appropriate situations.</p> <p>D) Illustrate the needs for rules and laws and know appropriate ways to influences school policy, public policy, and civic actions.</p>	<p>Scott Foresman Social Studies Growth of a Nation includes the Citizen Heroes feature targeting famous people and everyday citizens who show students how they can make a difference by putting good citizenship skills into action. Building Citizenship through caring, respect, responsibility, fairness, honesty, and courage link students to current events with specific activities.</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
(continued)	<p>E) Describe and exhibit characteristics of good citizenship skills.</p> <p>F) Organize and participate in activities for effective community action.</p> <p>G) Compare freedoms in the United States with freedoms in other countries.</p>	
8.	<p>Map and Globe Skills:</p> <p>A) Understand and apply the five themes of geography</p> <ul style="list-style-type: none"> a. Location b. Place c. Human-Environment Interaction d. Movement e. Regions <p>B) Use “Tools of Geography” which include maps, globes, charts, tables, graphs, photographs, and satellite images to gather information and make hypotheses or draw conclusions.</p>	<p>Scott Foresman Social Studies Growth of a Nation provides built-in skills lessons that enhance social studies content and teach essential learning and testing skills. The Map Handbook, a special section at the beginning of the book, reviews geography skills from the previous year and provides direct map and globe skill instruction essential for learning social studies. Throughout the text, map and globe skills are taught, reviewed, and practiced to help build geographic literacy.</p>
SS5.1	<p>Skills to be integrated throughout the year.</p> <p>The student will identify different ways of dating historical documents (19 th century, nineteenth century, 1800s, Reconstruction time period).</p>	11, 33, 38-39, 43, 137, 276

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS5.2	<p>Government</p> <p>The student will describe the importance of individual participation in the democratic process and investigate how individual citizens impacted government during the time period under study. The student will:</p> <p>a) explain how individuals participated in the election process during this time period;</p> <p>b) analyze the role of the individual in national elections (campaigning, voting, monetary support).</p>	<p>71, 72, 326, 452, 483, 484</p> <p>452, 483</p>
SS5.3	<p>Government</p> <p>The student will examine the freedoms of Americans during the time period under study and compare those freedoms to those of other countries.</p>	<p>278, 346, 353, 362-363, 364, 383, 385, 388, 391, 407, 408</p>
SS5.4	<p>Economics</p> <p>The student will describe how the market economic system worked in the United States (during the time period under study) and will site examples. The student will:</p>	

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>a. Explain the economic reasons for Westward Expansion.</p> <p>b. Describe and compare the economic resources of the North and South before the Civil War, and discuss how these differences influenced the war.</p> <p>c. Describe the technological advances during this time period, placing inventions on a timeline. In an essay, discuss how these technological advances changed life in the different regions of the country.</p> <p>d. Describe the economic aspects of slavery, and how slaves brought economic value to the land and peoples of the north and south (some northern states had slavery after the Civil War until the 13th amendment was passed.)</p> <p>e. Describe and analyze the economic effects of Reconstruction on Georgia and other Southern states.</p> <p>f. Discuss how slavery was replaced by sharecropping in the south, and how racial discrimination and segregation continued in the north and south following the Civil War; discuss how these factors influenced African Americans.</p>	<p>32, 35, 43, 119h, 130-131, 133, 144, 149, 150, 163</p> <p>52c, 54, 55, 56, 57, 80c, 83, 86, 113</p> <p>86, 104-105, 113, 119, 127, 128, 129, 130, 131, 132, 133, 137, 142, 143, 144, 162, 163, 164c, 166, 167, 168, 169, 170, 171, 172, 173, 206</p> <p>52c, 56, 57, 64, 66, 67, 68, 69, 70, 72, 78, 79, 107</p> <p>52c, 108, 110, 111, 112, 113</p> <p>110, 111, 112, 113, 189, 190</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS5.5	<p>Economics, Geography</p> <p>The student will explain patterns of work and economic activities in the United States during the time period under study. The student will:</p> <p>a. analyze how people in different regions of the United States earned a living:</p> <p>b. identify and explain how geographic factors influenced the location of economic activities in the United States:</p> <p>c. analyze the effects of immigration, migration, and limited resources on the economic growth of the United States:</p> <p>d. explain the economic effects of the establishment of slavery in North America, and describe the economic consequences of the abolition of slavery:</p> <p>e. describe the impact of mass production, specialization, and division of labor on the economic growth of the United States:</p> <p>f. analyze how developments in transportation, communication, and technology influenced economic activities in the United States.</p>	<p>55, 64, 149, 150, 151, 152, 153, 164d, 173, 177, 178, 179, 180, 181, 182, 184, 193, 490</p> <p>54, 55, 142, 177, 178, 179, 301, 474, 477, 498, 499</p> <p>132, 133, 144, 145, 181, 184, 185, 186, 187, 188, 189, 190, 201, 474, 477, 499</p> <p>52c, 56, 57, 64, 66, 67, 68, 69, 70, 72, 78, 79, 107</p> <p>177, 184, 193, 195, 197, 201, 292, 296c, 299, 300, 302, 305</p> <p>34, 36, 206, 297, 298, 299, 300, 302, 305, 308-309, 394-403, 462, 474, 477, 490, 491, 494, 520-521</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
SS5.6	Economics The student will describe the functions of private business, banks, and government in the United States economy during the time period under study.	16, 17, 18, 152, 153, 169, 180, 181, 182, 471, 488, 489, 490, 492, 493, 494, 528
SS5.7	Geography, Government The student will identify the states and capitals of the United States during the time period under study.	30, 31, 107, 424, 434, 437, 470, 471, 473, 484 Related Content: H16, H18, H19, H20, R6, R10-R11, R12-R13, R18-R21
U1 SS5.1	<u>Unit 1: Review of American Revolution and the Constitution</u> The student will analyze the framework of government created by the United States Constitution. The student will: a. explain the purposes of the United States Constitution as identified in the Preamble to the Constitution: b. identify and explain the three branches of government: c. identify the reasons for and describe the system of checks and balances outlined in the United States Constitution:	26-28, 110, 311, 420-421, 481-482, 484, R30-R49 26, 27, 480, 484, 485, R30-R39 26, 27

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>d. distinguish between national and state governments responsibilities and explain the responsibilities of local government.</p> <p>e. identify the rights in the Bill of Rights and explain its inclusion in the Constitution in 1791.</p>	<p>482, R39</p> <p>28, R42-R43</p>
U1 SS5.2	<p>Government</p> <p>The student will describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. The student will define:</p> <p>a. individual responsibilities and rights</p> <p>b. equality under the law</p> <p>c. the rule of law</p> <p>d. limited government</p> <p>e. representative democracy</p>	<p>28, 482, 484, R42-R44</p> <p>28, R42-R44</p> <p>26, R42-R44</p> <p>26, 480, 481, 484, R42-R44</p> <p>26, 480, 481, 484, R42-R44</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U1 SS5.3	<p>History</p> <p>The student will describe the people and events associated with the making of the nation and democratic institutions. The student will identify:</p> <ul style="list-style-type: none"> a. George Washington b. John Adams c. Thomas Jefferson d. Alexander Hamilton e. James Madison f. James Monroe 	26, 27, 28, 30, 31, 32, 33, 36, 43, 44
U2 SS5.4	<p>Unit 2: Early Westward Movements in the New Nation</p> <p>History</p> <p>The student will describe westward expansion in America from 1801 to 1861 by:</p> <ul style="list-style-type: none"> a. tracing the territorial expansion and how it affected the political map of the United States, with emphasis on: the Louisiana Purchase and the Lewis and Clark Expedition, the War of 1812 and how it led to a wave of nationalism and the Monroe Doctrine, the Texas War for Independence, the California Gold Rush, and the Mexican-American War and lands gained from it. 	32, 35, 36, 43, 44

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>b. listing the geographic and economic factors and religious beliefs that influenced the westward movement of settlers and describing the experiences of settlers on the overland trails to the West.</p> <p>c. describing the movement’s impact on Native Americans.</p> <p>d. discussing the impact of the Age of Jackson and the common man with the extension of voting rights.</p>	<p>32, 35, 44, 136-137</p> <p>33, 44, 131</p> <p>33, 44</p>
U2 SS5.5	<p>History</p> <p>The student will explain how the early Industrial Revolution affected the way Americans lived, worked, and traveled by:</p> <p>a. describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive.</p> <p>b. explaining the impact of the first National Road, the canal system, and the advance of railroads on travel.</p>	<p>34, 36, 44</p> <p>34, 36, 44, 128, 129, 130, 136-137</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	c. describing the importance of textile mills, the rise of factories, and the importance of Eli Whitney’s inventions of interchangeable parts and mass production.	34, 36, 44
U2 SS5.6	<p>History</p> <p>The student will trace the settlement and immigration patterns of the American people from 1789 to the mid-1800’s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. The student will:</p> <p>a. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g, overland wagons, canals, flatboats, steamboats).</p> <p>b. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>c. Describe the explorations of the trans-Mississippi West following the Louisiana Purchase.</p>	<p>34, 125, 131, 132, 133, 136-137, 139, 141, 144, 145</p> <p>35, 63, 69, 127, 136-137</p> <p>32, 35, 36, 44, 136-137, 138, 139</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>d. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>e. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>f. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>	<p>131, 136-137, 138, 139, 140, 141, 144</p> <p>35, 44</p> <p>35, 36, 44</p>
U2 SS5.7	<p>Geography</p> <p>The student will explain ways in which farming, transportation, and manufacturing changed the surface of the new land between 1777 and 1877, and the impact these changes had on the environment.</p>	<p>127, 130, 131, 132, 142, 143, 144</p>
U2 SS5.8	<p>Geography</p> <p>The student will explain how navigable waterways influenced the establishment and growth of settlements such as Detroit, Chicago, Buffalo, Cincinnati, St. Louis, and St. Paul/Minneapolis.</p>	<p>136-137, 223, 301</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U2 SS5.9	Geography The student will trace the origin of immigrants and the areas in which they settled in the United States between 1777 and 1877.	34, 125, 131, 132, 133, 136-137, 139, 141, 144, 145
U2 SS5.10	Geography The student will use maps, globes, photographs, pictures, charts, and tables for: a. explaining how physical features and climate influenced the movement of people westward; b. explaining relationships among natural resources, transportation, and industrial development before 1877.	32, 35, 130, 131, 132, 139, 140, 144 130, 136-137, 142-143, 144
U3 SS5.11	<u>Unit 3: Reform Movements in the New Nation</u> History The student will describe reform in America from 1801 to 1861 by: a. examining the main ideas of the abolition and suffrage movements; b. describing the rise of public education;	52d, 56, 57, 58-59, 60, 61, 62, 63, 64, 65, 66, 67 44

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>c. discussing the lives of major reform leaders;</p> <p>d. reading and discussing major writings and speeches of the reform movement.</p>	<p>44, 49, 63, 65, 78</p> <p>44</p>
U4 SS5.12	<p><u>Unit 4: The Civil War</u> History, Geography, Government, Economics</p> <p>The student will identify causes, key events, and effects of the Civil War by:</p> <p>a. describing the cultural, economic, and philosophical issues and events that divided the nation and led to war;</p> <p>b. explaining how the issues of states’ rights and slavery increased sectional tensions;</p> <p>c. identifying on a map the states that seceded from the Union and those that remained in the Union;</p> <p>d. describing the roles of Harriet Tubman, Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, Frederick Douglas, Clara Barton, and William Lloyd Garrison in events leading to and during the war;</p>	<p>51, 52c, 53, 54, 55, 56, 57, 58-59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 79</p> <p>51, 52c, 53, 66, 67, 68, 69, 72</p> <p>75, 76, 77</p> <p>48-49, 62, 63, 64, 65, 71, 72, 73, 78, 85, 86, 87, 92, 93</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
	<p>e. identifying major documents, events, and battles in the war including; Battles of Bull Run, Vicksburg, Gettysburg, and Atlanta; Emancipation Proclamation, the Gettysburg Address, and Lee’s surrender at Appomattox Courthouse.</p> <p>f. describing the effects of war from multiple perspectives (such as Union and Confederate soldiers, including Black soldiers, women, and slaves) as described in primary source documents.</p>	<p>52d, 74, 75, 85, 86, 87, 91, 96, 97, 98, 99, 100, 101</p> <p>80c, 88, 89, 90, 91, 92, 93</p>
U4 SS5.13	<p>Geography</p> <p>The student will analyze the physical geography of the site of the Battle of Gettysburg or the Battle of Antietam, and infer how the Union and Confederate units attempted to use the physical features to their benefit.</p>	<p>96, 97, 98, 101</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U5 SS5.14	<p><u>Unit 5: Reconstruction</u> History, Government, Economics</p> <p>The student will analyze how life changed after the Civil War and the effects of Reconstruction by:</p> <p>a. identifying the provisions of the 13th , 14th , and 15th amendments to the Constitution of the United States and their effects on Americans.</p> <p>b. describing the impact of Reconstruction policies on the South.</p> <p>c. discussing the end of Reconstruction with the withdrawal of Federal troops from the South following the election of 1876.</p>	<p>107, 109, 110, 111, 242, R44, R45, R46</p> <p>106, 107, 108, 109, 110, 111, 112, 113</p> <p>106, 110, 111, 112, 113</p>
U5 SS5.15	<p>The students will analyze the development of segregation and the share cropping system at the end of Reconstruction.</p>	<p>110, 111, 112, 113</p>
U6 SS5.16	<p><u>Unit 6: The Last West</u> Geography, Economics</p> <p>Students will analyze the physical and political geography of the last western territories and describe the sources of economic expansion.</p>	<p>127, 130, 133, 136-137, 140, 142, 144, 151, 152, 153, 154</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U6 SS5.17	<p>History, Economics, Geography, Government</p> <p>Students will analyze the various motivating factors for settlers to move west by</p> <ul style="list-style-type: none"> a. identifying the mining bonanza. b. describing the Homestead Act. c. describing new, fertile lands for farming. d. identifying the lifestyle of the open-plains cowboys with cattle ranching. 	<p>126d, 148, 151, 153</p> <p>139, 144, 163</p> <p>126d, 139, 140, 141</p> <p>126d, 148, 149, 150, 153, 163</p>
U6 SS5.18	<p>Economics, History</p> <p>Students will identify and analyze the impact of the transcontinental railroad by</p> <ul style="list-style-type: none"> a. identifying and describing the companies that built them. b. labeling a map showing the paths of the two lines. c. describing the major contributions of the Irish in the East and the Chinese in the West. 	<p>130, 131, 132, 133</p> <p>130</p> <p>132, 185</p>

Standard (Cite Number)	Component Strand/Course Content Standard	Where Taught Correlation references to the teacher edition with associated student edition pages.
U6 SS5.19	<p>Students will describe and analyze the last dispersal of the Native People by</p> <ul style="list-style-type: none"> a. mapping the native lands b. identifying people involved in the Indian Wars such as George C. Custer, Geronimo, Chief Joseph, Sitting Bull, Buffalo Soldiers c. describing the impact of the railroad and the slaughter of the buffalo d. identifying the Dawes Act 	<p>131</p> <p>154, 155, 156, 157, 158, 159, 160-161, 162, 163, R60, R62, R63, R66</p> <p>131, 155</p> <p>Related Content: 158, 159</p>