

A Correlation of

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

© 2005

to the

Alabama
Course of Study
Social Studies
Grades K-6



T/SS-6A

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Alabama Course of Study for Social Studies. Correlation page references are to the Teacher's Edition and associated Pupil Edition. Included are references to two Scott Foresman ancillaries created specifically for Alabama: Alabama Geography Workbook for Grade 3 and Alabama Extras for Grades K-6.

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

Content

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

Accessibility

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

Motivation

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

Accountability

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

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**Scott Foresman Social Studies – Here We Go
to the
Alabama Course of Study—Social Studies
Kindergarten**

SELF AND FAMILY

Students will:

E	G	H	PS
		✓	

- 1. Use daily schedules and timelines from birth to present to relate self and family to changes over time.**

TE: Class Job Chart, 42; Create a Job Chart, 122; My, How You’ve Changed, 127; We All Change Time Lines, 130; Our Daily Routines, 308; Charting Routines, 308

Alabama Extras: Unit 3

- **Using vocabulary to describe periods of time**

Examples: *long ago, yesterday, today, tomorrow*

TE: My, How You’ve Changed, 126; We All Change Time Lines, 130; Changes in Travel, 271–274; Scientists and Inventors Long Ago, 278

Alabama Extras: Unit 3

E	G	H	PS
✓		✓	

- 2. Compare families of today with families of the past in relation to work, home, and school.**

Examples: **present—both parents working outside the home, families sharing household responsibilities, students having choices of transportation;**
past—parents working together on family-owned farms, family responsibilities assigned by gender, students walking to school

TE: Families, 19–22; Jobs Then and Now, 127–130; Where We Come From, 220; Unit 6: Family Stories: Alike and Different, 301–304; Family Celebrations, 309–312; Then and Now, 313–316; Family Recipes, 320; Family Traditions, 320

Alabama Extras: Unit 3

E	G	H	PS
		✓	

3. Identify historically significant events as they relate to self and family.

Examples: Veterans Day, Independence Day

TE: Celebrations, 93–96; Thanksgiving, 263–270; Family Celebrations, 309–312

- **Identifying famous individuals associated with holidays and celebrations**

*Examples: Presidents’ Day—George Washington, Abraham Lincoln;
Thanksgiving—Squanto, Pilgrims;
Black History Month—Rosa Parks, Martin Luther King, Jr., Booker T. Washington*

TE: Celebrations, 93–97; Holidays, 263–266; Celebrations, 267–270; Family Celebrations, 309–312

- **Describing personal and family experiences related to holidays and celebrations**

TE: Celebrations, 93–97; Thanksgiving, 263–266; Celebrations, 267–270; Family Celebrations, 309–312
Alabama Extras: Unit 6

E	G	H	PS
✓			✓

4. Identify personal use of goods and services.

TE: Jobs, 123–126, 127–130; Money, 131–134, 135–138; Making Choices, 139–142

- **Demonstrating ways money is used in everyday life**

Examples: saving money in piggy banks, using money to buy pencils at the school supply store

TE: Earning Money, 131–134; Using Money, 135–138

- **Identifying various community helpers and their roles in the community**

Examples: farmers providing food, firefighters putting out fires, healthcare professionals giving vaccinations, police officers protecting citizens

TE: School Helpers, 43–47; Community Helpers, 85–88; Name the Workers, 113; People Who Help Us, 278

E	G	H	PS
✓			

5. Identify personal wants and needs.

TE: Needs and Wants, 143–146; Needs/Food, 147–150; Needs/Clothing, 151–154; Needs/Shelter, 155–158

- **Discussing differences between purchasing and bartering for materials**

Examples: purchasing candy at the grocery store, trading candy for baseball cards

TE: Using Money, 135–138; Making Choices, 139–142

- **Discussing reasons for making choices**

TE: Using Money, 135–138; Making Choices, 139–142

E	G	H	PS
	✓		

6. Identify vocabulary related to location and direction.

TE: What Does a Map Show? 73–76; Use Position Words, 74; Map the Neighborhood, 76; Follow the Arrows, 77; A Simple Map, 209; Treasure Hunt, 212; Compass, 219

Alabama Extras: Unit 1

- **Locating objects and places to the *right or left, up or down, in or out, and above or below***

TE: Positions, 32-34; Maps, 73–76. See Extend Language activity on page 74.

Alabama Extras: Unit 1

- **Giving directions**

TE: Treasure Hunt, 212. See also Step by Step page 159.

Alabama Extras: Unit 1

- **Following directions**

TE: Signs, 77–80; Rules, 81–84. See all Hands-on Activities on pages 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 306, 312, 316, 320, 324, and 328.

E	G	H	PS
	✓		

- 7. Identify representations of Earth using technology, maps, and globes.**

TE: Maps and Globes, 34, 73–76, 209–212, 213–216, 217–220, 221–224

Alabama Extras: Unit 1

- **Creating simple maps**
Examples: home, classroom, school

TE: Our School Map 34; Map the Neighborhood, 76; A Simple Map, 209; Map the School, 212; Make a Map, 212; Treasure Map, 212

E	G	H	PS
✓	✓		

- 8. Describe the effects of different seasons on self and family.**

Example: needing to wear a coat in winter

TE: Needs/Clothing, 151–154; Weather, 185–188; Seasons, 189–192

Alabama Extras: Unit 4

- **Discussing economic factors affected by seasonal changes**
Example: heating and cooling expenses

TE: Weather, 185–188; Seasons, 189–192

Alabama Extras: Unit 4

E	G	H	PS
	✓	✓	

- 9. Describe ways people celebrate their diverse cultural heritages.**

Examples: literature, language, games, songs, dances, holidays

TE: Celebrations, 93–97; Thanksgiving, 263–266; Celebrations, 267–270; Family Celebrations, 309–312; Special Foods, 317–320; Games, 321–324

E	G	H	PS
			✓

10. Discuss the rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

TE: Rules, 81-84; Community Helpers

- Explaining the importance of manners and social etiquette

TE: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42

Alabama Extras: Unit 2

- Explaining the necessity for rules and laws and the consequences of failing to obey them

Examples: raising hand before speaking to eliminate noise and allow every person to be heard, obeying traffic signs and signals to avoid traffic tickets and accidents, recognizing that playing with matches could lead to getting burned

TE: School Rules, 35–38; Signs, 77–80, Rules, 81–84

Alabama Extras: Unit 2

E	G	H	PS
		✓	✓

11. Identify historic symbols of patriotism.

Examples: Alabama state flag; the flag of the United States; eagle; Pledge of Allegiance; red, white, and blue; the song “America”; the national anthem “The Star-Spangled Banner”

TE: Begin with Songs and Poems, 242–243; National Symbols, 251–254; Thanksgiving, 263-266; Celebration, 267-270; End with a Song: America, 280–281; Make a United States Flag, 282

Alabama Extras: Unit 5

**Scott Foresman Social Studies – All Together
to the
Alabama Course of Study—Social Studies
Grade One**

EXPLORING OUR COMMUNITY AND STATE

Students will:

E	G	H	PS
		✓	

- 1. Identify past and present modes of air, land, and water transportation.**

Examples: airplane, spacecraft; horse and buggy, subway

PE/TE: From Place to Place, 124–125; How Travel Has Changed, 252–253

- **Identifying past and present forms of communication**
Examples: past—letter, radio, rotary-dial telephone;
present—e-mail, television, cellular telephone

PE/TE: Things We Use, 34–35; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251
TE only: Other Inventors and Inventions, 247; About Alexander Graham Bell, 248

- **Identifying past and present types of apparel**

PE/TE: Families Long Ago, 12–13; Native American Objects, 194–195
TE only: People Then and Now, 190a

- **Identifying past and present types of technology**
Examples: past—record players, typewriters, conventional ovens;
present—CD and DVD players, VCRs, computers, microwave ovens

PE/TE: Things We Use, 34–35; Interview About Farm History, 164–167; How Things Have Changed, 242–243; Inventors and Inventions, 246–249; Telephones, 250–251; How Travel Has Changed, 252–253
TE only: Farming Now and Then, 164a; My Times, 242a; Things Change, 245a; Modes of Transport, 252a

- **Identifying past and present types of recreation**
Examples: past—marbles, hopscotch, jump rope;
present—video games, computer games

PE/TE: Meet Carl Stolz, 10-11; Families Long Ago, 12-13; Then and Now: Changing Toys, 102-103

TE only: About Toys in History, 102

- **Identifying primary documents of the past and present**
Examples: past—letters, old newspapers;
present—e-mail, Internet articles

PE/TE: Use a History Map, 200-201; Gather Information, 240-241; Biographies, 10-11, 32-33, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 216-217, 256-257, 262-263; Things We Use, 34-35

TE only: Signing the Declaration of Independence, 207a; One If by Land, Two If by Sea, 207a; Bibliography, 1h, 43h, 87h, 135h, 183h, 231h; Primary Sources, 11, 13, 18, 29, 30, 33, 58, 73, 123, 189, 207, 217, 222, 248

Alabama Extras: Unit 1, Unit 2

E	G	H	PS
		✓	

2. **Describe how primary sources serve as historical records of families and communities.**

Examples: oral histories, vacation pictures in scrapbooks, videos, timelines

PE/TE: James’s Story, 188-189; Native American Objects, 194-195; Use a History Map, 200-201; The Colonies Become Free, 202-203; Gather Information, 240-241; Biographies, 10-11, 32-33, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 216-217, 256-257, 262-263

TE only: Tour of the School Library, 240; Cave Paintings, 195; Native American Story, 195a

Alabama Extras: Unit 1, Unit 2

E	G	H	PS
	✓	✓	

3. **Identify historical events and celebrations in communities and cities throughout Alabama.**

Examples: Mardi Gras, Helen Keller Day, Shrimp Festival, Boll Weevil Festival

PE/TE: Read a Calendar, 20-21; Special Things We Do, 62-65; Chinese New Year, 66-67; Holidays Are Special Days, 184-185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212-215

TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a

Alabama Extras: Unit 5

E	G	H	PS
✓			

4. Describe the role of money in everyday life.

Examples: using money to purchase goods such as groceries, using money to pay for services such as babysitting

PE/TE: Spending and Saving, 104–105; Money Around the World, 106–107

TE only: The Rainy Day, 104a; About Money, 106

Alabama Extras: Unit 3

- **Explaining differences between wants and needs**

PE/TE: Needs and Wants, 100–101

TE only: What Will You Pack? 100a; What Do I Need? 100a; A Wish List, 103a

- **Explaining concepts of saving and borrowing**

PE/TE: Spending and Saving, 104–105

TE only: What Will You Buy? 104a; Piggy Bank Fun, 107a

- **Explaining differences between buyers and sellers**

PE/TE: Spending and Saving, 104–105; Visiting the Market, 238–239

TE only: Market Day, 238a; To Market Again, 241a

E	G	H	PS
✓	✓		

5. Label human-made and natural resources in Alabama. 

Examples: human-made—plastic, rayon;
natural—cotton, coal, trees

PE/TE: Our Earth’s Resources, 156-159

TE only: Where Does It Come From? 156a; Water, Water Everywhere, 163a

Alabama Extras: Unit 4

E	G	H	PS
	✓		

6. Identify land masses, bodies of water, and other physical features of Earth on maps and globes.

PE/TE: Maps, H10-H11, H12-H13, H14, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8; Construct a Map, 54–55, 55a, 60–61, 61a, 74a, 74–75, 79a, 121, 123a, 124a, 179, 265a

- **Explaining uses of cardinal directions on the compass rose**

PE/TE: Map and Globe Skills: Use Four Directions, 60–61, 84
TE only: Where’s North, 61a

- **Measuring distances using nonstandard means**
Example: using pencils, strings, hands, or feet to measure

PE/TE: For related information see Map and Globe Skills: Follow a Route pages 120–121.
Alabama Extras: Unit 3

E	G	H	PS
	✓		✓

7. Identify ways to take personal action to protect the environment.

Examples: cleaning up litter, recycling, participating in Earth Day and Arbor Day activities

PE/TE: Show You Care, 136–137; Celebrate the Earth, 140–141; Tree Musketeers, 160–161; Caring for Our Resources, 170–173; Endangered Animals, 174–175
TE only: What Can You Do? 161; Can You Use Less? 170a; School Recycling, 172; Save Animals, 175a

E	G	H	PS
✓	✓		

8. Identify how occupational and recreational opportunities in Alabama and local communities are affected by the physical environment.

Examples: occupational—jobs provided by shrimping industry in coastal communities;
recreational—swimming at the beach, hiking in the mountains

PE/TE: Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57; Special Things We Do, 62–65; Ben’s Jobs, 94–97; Welcome to Job Day! 108–111; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134
TE only: Guess My Job, 108a; About Different Types of Jobs, 109; I Spy a Job, 115a; Who’s Working, 115a; What’s My Line? 115a
Alabama Extras: Unit 4

E	G	H	PS
	✓	✓	

9. Identify traditions of a variety of cultures in Alabama and local communities.

Examples: marriage customs, religious celebrations

PE/TE: Life Around the World, 258–261; Chinese New Year, 66–67
Alabama Extras: Unit 6

- **Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender**

PE/TE: Colonial Williamsburg: Families Long Ago, 12–13; Different Kinds of Communities, 56–57; Special Things We Do, 62–65; Chinese New Year, 66–67; We Celebrate Holidays, 212–215; Life Around the World, 258–261

E	G	H	PS
			✓

10. Discuss civic responsibilities of participating members of a community and state.

Examples: paying taxes, voting

PE/TE: Citizenship Skills, H2-H3, H6–H7, H8–H9; Choosing Our Country’s Leaders, 218–221

TE only: Vote for a Place, 218a; Let’s Take a Vote, 218a; Stand Up and Be Counted, 223a; Tallying the Votes, 223a; It’s a Secret, 223a

- **Discussing the meaning of patriotism**

PE/TE: Citizenship Skills, H6–H7, H8–H9; Pledge of Allegiance, 16–17; Symbols in Our Country, 208–209; Our Country’s Flag, 210–211; We Celebrate Holidays, 212–215; Choosing Our Country’s Leaders, 218–221

TE only: Vote for a Place, 218a; Let’s Take a Vote, 218a; Stand Up and Be Counted, 223a; Tallying the Votes, 223a; It’s a Secret, 223a

E	G	H	PS
			✓

11. Identify roles and responsibilities of leaders within the community and state.

Examples: recognizing the mayor as city leader, recognizing the governor as state government leader

PE/TE: Community Laws and Leaders, 70-71

TE only: Class Letter, 73a; Mayor for a Day, 73a

- **Recognizing how laws protect rights and property**

PE/TE: Community Laws and Leaders, 70-71

TE only: Class Letter, 73a; Mayor for a Day, 73a

- **Identifying reasons for having rules at home and at school**

PE/TE: Rules We Follow, 22–25; What did You Learn? 41

TE only: Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a

**Scott Foresman Social Studies – People and Places
to the
Alabama Course of Study—Social Studies
Grade Two**

EXPLORING OUR NATION AND WORLD: PEOPLE AND PLACES

Students will:

E	G	H	PS
		✓	

- 1. Compare features of modern-day living to those of the past.**

Examples: **past**—shopping in general stores, attending frontier schools in one-room buildings;
present—shopping in national chain superstores, attending contemporary schools with multiple classrooms

PE/TE: Then and Now: How a Community Changes, 22–23; How and Where People Lived, 66–67; Bartering Goods and Services, 138–139; Westward Ho! 228–229

Alabama Extras: Unit 1

- **Using vocabulary to describe segments of time**

Examples: year, decade, century


PE/TE: Hands on History, 23; Put Things in Order, 200–201; Read a Time Line, 226–227, 240; Calendar, 262

TE only: Sequence, 200; Put Things in Order, 230; Math, 232

Alabama Extras: Unit 1

E	G	H	PS
		✓	

- 2. Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.**

Examples: Abraham Lincoln rising from poverty and achieving position of President of the United States, Heather Whitestone coping with hearing loss and achieving title of Miss America, Nat “King” Cole struggling with segregation and becoming a world-renowned singer, Arthur George (A.G.) Gaston building one of the largest African American-owned businesses in the United States, Nelson Mandela confronting apartheid and receiving the Nobel Peace Prize 

PE/TE: Biographies: Rosalynn Carter, 28–29; Benjamin Banneker, 34–35; Cesar Chavez, 74–75; Rachel Carson, 86–87; Florence Nightingale, 116–117; Linda Alvarado, 132–133; Thurgood Marshall, 170–171; Susan B. Anthony, 178–179; Paul Revere, 220–221; Sojourner Truth, 234–235; Ieoh Ming Pei, 268–269; Robert Fulton, 282–283

Alabama Extras: Unit 6

E	G	H	PS
		✓	

3. **Discuss historical and current events within the state and the nation that are recorded in a variety of resources.**

Examples: interviews with grandparents, Dr. Martin Luther King’s “I Have a Dream” speech, video of Neil Armstrong’s walk on the moon, newspaper reports of current elections, video about Sheyann Webb and her involvement in Selma’s voting rights

PE/TE: Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Comparing Communities, 24–27; The First Americans, 202–205; Colonies, 210–213; Thirteen Colonies, One Country, 216–219; Our Country Grows, 222–225; Then and Now, 22–23, 66–67, 138–139, 229–229; Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283

Alabama Extras: Unit 5

E	G	H	PS
		✓	

4. **Discuss celebrations in the United States and around the world.**

Examples: Children’s Day in Japan, Veterans Day in the United States, Bastille Day in France, Cinco de Mayo in Mexico, New Year celebrations in China

PE/TE: Martin Luther King, Jr. Day, 183; Thanksgiving, 213; Independence Day, 219; Holiday Time Line, 240; Festivals, 247; People Celebrate, 256–259; Spring 260–261; Memorial Day, 262–263, 286; Holiday Calendar, 287

TE only: Culture, 18; Special Days, 256a; People Celebrate, 256–259; Picturing Spring Celebrations, 261

E	G	H	PS
✓			

5. Explain the relationship between the production and distribution processes.

Examples: tracing milk supply from production on the farm to grocery stores and to consumers, tracing the manufacturing of technological components in other countries to consumers in the United States

PE/TE: From My Orchard to You, 68–71; Goods from the Factory to You, 120–123

TE only: From Farm to Table, 120a; Making Yarn, 121; What’s Inside, 125a

- **Discussing the impact of consumer choices and decisions**

Example: cost of buying and caring for a pet

PE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; Business Basics, 146

TE only: A Classroom Store, 104a; What Should I Buy? 104a; The Flow of Money, 107; Is the Price Right? 109

- **Making informed decisions about borrowing and saving**

PE/TE: A Trip to the Bank, 126–129; Read a Pie Chart, 130–131

TE only: Make Your Own Bank, 126a; Banks and Banking, 127; Set Up a Trading Post, 139a

E	G	H	PS
✓	✓		

6. Identify human-made and natural resources in our world.

Examples: human-made—paper, natural—crude oil

PE/TE: From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Our Earth’s Resources, 76–79; Goods from the Factory to You, 120–123

Alabama Extras: Unit 3

E	G	H	PS
	✓		

7. Describe ways people throughout the world are affected by their geographic environments.

Examples: land use, housing, occupations

PE/TE: Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Then and Now: How a Community Changes, 22–23; Comparing Communities, 24–27; Our State and Our Country, 30–33; Our Country Is Part of Our World, 36–39; Dorling Kindersley: Children of the World, 36–39; Where People Live, 62–65; Countries Trade and Move Goods, 134–137

Alabama Extras: Unit 2

- **Comparing physical features of regions throughout the world**
Example: discussing differences in a desert environment, a tropical rainforest, and a polar region

PE/TE: Region, H17; Living in a Neighborhood, 8–11; A Walk Through a Community, 16–19; Comparing Communities, 24–27; Our Country Is Part of Our World, 36–39

Alabama Extras: Unit 2

- **Identifying positive and negative ways people affect the environment**

Examples: positive—restocking fish in lakes, oceans, and rivers; reforesting cleared land;

negative—polluting the water, throwing trash on roadways, causing erosion

PE/TE: From My Orchard to You, 68–69; Caring for Our Resources, 82–85; Meeting Rachel Carson, 86–87; The Earth Angels, 88–89

TE only: Spread the Word, 82a; Conservation, 85; We’re Responsible, 89; Hands-on Activities, 89a

E	G	H	PS
	✓		

8. Identify continents, oceans, and the equator using technology, maps, and globes.

PE/TE: Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215

Alabama Extras: Unit 2

- **Identifying map elements, including title, legend, and scale**

PE/TE: Map Handbook, H20–H26; Map and Globe Skills: Read a City Map, 20–21, 46; Landforms and Water on a Map, 60–61, 93; Use a Compass Rose, 124–125, 144; Use a Map Grid, 184–185, 192; Use a Map Scale, 214–215, 239

TE only: Map Keys, 23a; Make a Map, 125a; Use a Compass Rose, 184


- **Identifying intermediate directions**

PE/TE: For related information see: Use a Compass Rose, 124–125

TE only: For related information see: Make a Map, 125a; Use a Compass Rose, 184

Alabama Extras: Unit 3

- **Utilizing key elements on maps and globes to estimate routes**

Example: using a map scale to estimate the shortest route from one state to another or from Birmingham, Alabama, to Athens, Greece 

PE/TE: Use a Map Scale, 214–215, 239

Alabama Extras: Unit 2

E	G	H	PS
			✓

9. **Describe rights and responsibilities of citizens of the United States.**

Examples: rights—voting, freedom of speech; responsibilities—paying taxes

PE/TE: Citizenship Skills, H2–H9, Voting, 11; Voting for Leaders, 172–179; Local Government, 154–157, 158–159; Citizen Heroes, 12, 88, 110, 158, 206, 254; Taxes, 100, 113–115, 142, 162, 216

TE only: Tax Time, 119a; Let’s Vote On It, 172a; Voting Day, 172a; Why Should I Vote? 179a; Campaign Ad, 179a

- **Explaining the voting process and the use of results**

Example: telling how some national and world issues are settled by voting

PE/TE: Voting, 11; Voting for Leaders, 172–179; Begin with a Song, 148–149

TE only: Let’s Vote On It, 172a; Voting Day, 172a; Why Should I Vote? 179a; Campaign Ad, 179a

- **Identifying acts of patriotism and symbols of the United States**
Examples: acts—saying the Pledge of Allegiance to the flag, standing during the national anthem
Symbols—Statue of Liberty, Liberty Bell

PE/TE: Citizenship Skills: Pledge of Allegiance, H6–H7; Our National Anthem, H8–H9; America the Beautiful, 90; Begin with a Song, 148–149; Voting for Leaders, 172–179; The Land of Freedom, 180–183; Flag, 187; You’re a Grand Old Flag, 188–189; Independence Day, 219; We Share History, 244–245; Family History, 250–253; People Celebrate, 256–259; Landmarks in Our Country, 266

TE only: The Meaning of the Pledge, H6; Song, 49h; Citizens One and All, 154a; Let’s Vote On It, 172a; Voting Day, 172a; Freedom! 180a; Freedom Banners, 216a; A Symbol of America, 250a

Alabama Extras: Unit 4

- **Describing the responsibilities of state, national, and world leaders**

PE/TE: Local Government, 154–157; State Government, 160–163; Federal Government, 166–169. See What did you learn? on page 169 where students describe the jobs of elected officials.

TE only: Diagram Leadership, 133a; In the Mayor’s Chair, 154a; Community Government, 155; Our Town, 159a; Familiar Leaders, 161; The President’s Job, 166a

E	G	H	PS
			✓

10. **Discuss ways in which people in authority gain the right to direct or control others.**

Examples: being an appointed or elected official, being a parent or guardian, being a police officer

PE/TE: Living in a Neighborhood, 8–11; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169

TE only: In the Mayor’s Chair, 154a; Community Government, 155; Our Town, 159a; Familiar Leaders, 161; The President’s Job, 166a

- **Describing the appropriate use as well as the misuse of power and authority**

Examples: use—determining safety rules, misuse—showing disrespect for personal freedoms

PE/TE: Living in a Neighborhood, 8–11; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; We Remember Americans, 230–233; Meet Sojourner Truth, 234–235

TE only: Rule Book, 15a; Diagram Leadership, 133a; In the Mayor’s Chair, 154a; Community Government, 155; Our Town, 159a; Familiar Leaders, 161; The President’s Job, 166a; The Struggle for Equality, 230a

E	G	H	PS
	✓	✓	

11. Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

PE/TE: Dorling Kindersley: Children of the World, 40–41; The First Americans, 202–205; Colonies, 210–213 We Remember Americans, 230–233; Family History, 250–253; People Celebrate, 256–259; Dorling Kindersley: Spring, 260–261; Biographies, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283; Then and Now, 22–23, 66–67, 138–139, 229–229
TE only: A World of Worlds, 41a; A New Home, 255a; Family Culture, 263a

- **Discussing how and why people from various cultures immigrated to the United States**
Examples: telling how—ships, planes, automobiles;
telling why—improved quality of life, family connections, agricultural disasters

PE/TE: Family History, 250–253. For related information see Colonies pages 210–213.
TE only: A New Home, 255a; On Stage, 255a

**Scott Foresman Social Studies -- Communities
to the
Alabama Course of Study—Social Studies
Grade Three**

PEOPLE, PLACES, AND REGIONS: GEOGRAPHIC STUDIES

Students will:

E	G	H	PS
	✓		

- 1. Locate the prime meridian, equator, tropic of Capricorn, tropic of Cancer, international date line, and lines of latitude and longitude on maps and globes.**

PE/TE: Understand Hemispheres, 110–111; Use Latitude and Longitude, 388–389, 405

Alabama Geography Workbook: 27

- **Using cardinal and intermediate directions to find a location on a map or globe**

PE/TE: Map and Globe Skills: Use Intermediate Directions, 98–99, 101

- **Demonstrating an understanding of simple grid lines**

PE/TE: Geography Skills: Map Handbook, H19; Map and Globe Skills: Use Latitude and Longitude, 388–389, 405

- **Measuring distance between two locations using a scale of miles**

PE/TE: Map and Globe Skills: Use Map Scales, 32–33, 35

- **Locating physical and human features on a map using labels, symbols, and legends**

PE/TE: Geography Skills: Map Handbook, H12–H20; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389; Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369

- **Identifying limitations of maps**
Examples: projections and distortions of maps

PE/TE: Geography Skills: Map Handbook, H12–H20; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389; Map Adventure, 51, 80, 174, 245, 320, 369
Alabama Geography Workbook: 6-7

E	G	H	PS
	✓	✓	

2. **Describe physical characteristics, including landforms, bodies of water, soil, and vegetation of various places on Earth.**

Examples: landforms—mountains, hills, plateaus; bodies of water—oceans, rivers, lakes; soil—silt, clay, sand; vegetation—tropical, desert, plains

PE/TE: Maps, 10, 16, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 233, 245, 252, 258, 266, 318, 320, 328, 340, 369, 390, 398; United States Communities, 18–23; World Communities, 26–29; A Suburban Community, 42–43; An Urban Community, 48–50; What’s Your Community’s Environment? 142–147; DK: The United States of America, 148–149; Living in Different Climates, 150–153; Communities and Resources, 160–165; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189

- **Locating countries in the Western Hemisphere**

PE/TE: Western and Eastern Hemispheres, 111; Regions of the United States, 142; The United States, 148; Map of the World, R4–R5; Map of North America, R6–R7

- **Locating historical landmarks on maps**
Examples: the capitol of the United States, the Alabama state capitol, previous site of the twin towers of the World Trade Center in New York, Statue of Liberty, Pearl Harbor

PE/TE: Dorling Kindersley: The United States of America, 148–149; Boston, 80; Plymouth MA, 120, 358; Routes of the Underground Railroad, 191; St. Augustine, 220; Pony Express, 252

- **Identifying the processes of Earth, including continental drift, erosion, natural hazards, weather, and climate**

PE/TE: Drawing Conclusions About a Tornado pages 138–139; World Climate Regions pages 182–183; What’s Your Community’s Environment? 142–147; Living in Different Climates, 150–155
TE only: Natural Hazards in Your Home Region, 183

Alabama Extras: Unit 3

Alabama Geography Workbook: 13

E	G	H	PS
	✓		

3. Identify the components of various ecosystems.

Example: discussing differences in soil, climate, vegetation, or wildlife

PE/TE: What’s Your Community’s Environment? 142–147; Living in Different Climates, 150–153; Communities and Resources, 160–165; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189

- **Identifying ways in which humans alter the physical environment**

Examples: oil spills, landfills, clearing of forests, urbanization, replacement of wetlands with farms, reforestation of cleared land, restocking of fish in waterways, planting of nitrogen-fixing crops such as legumes to restore nitrogen to the soil, planting of cover crops to prevent erosion

PE/TE: What Is Your Community Environment, 142-147; Communities and Resources, 160–165; Recycling, 166–167; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331; Urban Communities, 31, 36, 48–53, 54–55; Then and Now From Farm to Town, 44–45

TE only: Describe Scarcity of Resources and Goods, 330

Alabama Geography Workbook: 9

E	G	H	PS
✓	✓	✓	

4. Locate population shifts due to geographic, economic, and historic changes in the Western Hemisphere.

Examples: geographic changes—floods, hurricanes;
 economic changes—crop failures;
 historic changes—disease, war

PE/TE: Chapter 3: People Move from Place to Place, 72–73; Moving to a New Community, 74–77; Citizen Heroes: A Country for Everyone, 82–83; Where Did They Come From? 84–89; A New Life in America, 90–95; Review, 100–101

Alabama Extras: Unit 2

- **Identifying human and physical criteria used to define regions**

Examples: human—city boundaries, school district lines;
 physical—hemispheres, regions within continents or countries

PE/TE: Communities, 10-15; Regions, 143–145, 148–149; World Climates, 182–183; Themes of Geography, H10–H11

Alabama Geography Workbook: 4

E	G	H	PS
✓	✓		

5. Identify national and international trading patterns of the United States.

PE/TE: Depending on Others, 328–333; A World of Trade, 334–339; Here and There: Around the World, 340–341

TE only: NAFTA, 341

Alabama Geography Workbook: 20-21

- **Differentiating between producers and consumers and imports and exports**

Examples: producers—suppliers, sellers;
 consumers—buyers;
 imports—coffee from Colombia, pineapples from Hawaii;
 exports—corn from Iowa

PE/TE: Earning, Spending, and Saving, 290–295; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333; A World of Trade, 334–339

Alabama Extras: Unit 5

Alabama Geography Workbook: 24-25

E	G	H	PS
✓	✓		✓

- 6. Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.**

Example: disputes over water rights, landfill locations, or prison locations

PE/TE: Community Leaders, 390-395. For related information see Who Owns the Land? 228–229, and A World of Trade pages 334–339. Citizenship in Action, H3; Issues and Viewpoints: Recycling, 166–167; Citizen Heroes, 16, 82, 256, 298; Thinking Skills: Conflict Resolutions, 184–185

Alabama Geography Workbook: 14, 15, 28-29

- **Identifying examples of cooperation within and between different geographic areas**

Examples: participation in Neighborhood Watch programs, provision of emergency assistance, participation in Amber Alert program

PE/TE: Communities, 10–15; United States Communities, 18–23; World Communities, 26–29; A Crossroads Community, 186–189; Depending on Others, 328–333; A World of Trade, 334–339; Community Leaders, 390-395; Meet Jimmy Carter, 402-403

Alabama Geography Workbook: 28-29, 30

- **Locating areas of political conflict on maps and globes**

PE/TE: For related information see The Fight for Florida pages 216–217, Who Owns the Land? 228–229, and A World of Trade pages 334–339.

TE only: How Political Maps Have Changed, H16

Alabama Geography Workbook: 30

- **Explaining different viewpoints on contemporary issues at the local, national, and international levels**

PE/TE: Citizenship in Action, H3; Issues and Viewpoints: Recycling, 166–167; Who Owns the Land? 228–229; Citizen Heroes, 16, 82, 256, 298

TE only: Prejudice Reduction, 12, 16, 25, 79, 82, 104, 112, 184, 191, 195, 228, 370, 402

Alabama Geography Workbook: 12

E	G	H	PS
✓	✓		

7. Describe the relationship between the locations of resources and patterns of population distribution in the Western Hemisphere.

Examples: presence of trees for building homes and natural gas for heating, availability of water supply for drinking and crops

PE/TE: What Is Your Community’s Environment, 142–147; Living in Different Climates, 150–153; Homes of the Pueblo, 154–155; Communities and Resources, 160–165, 166-167; A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189

Alabama Geography Workbook: 10

- **Locating major natural resources and deposits throughout Alabama, the United States, and the Western Hemisphere**

Examples: Alabama—iron, United States—timber, Western Hemisphere—fish from Canada

PE/TE: What Is Your Community’s Environment, 142–147; Communities and Resources, 160–165, 166-167; Seattle Today, 180–181; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331; Depending on Others, 328-333; World of Trade, 334-339

TE only: Compare Physical Environments, 144; Describe Scarcity of Resources and Goods, 330

Alabama Geography Workbook: 19, 20-21, 22-23

- **Describing present-day mechanization of labor as opposed to the historical use of human labor to harvest natural resources**

Example: present-day practices of using machinery to mine coal and to harvest cotton and pecans

PE/TE: Inventions Over Time, 258–263; People at Work, 321; Machines at Work, 322–323; Use a Cutaway Diagram, 324–325

- **Evaluating the geographic impact of using major energy and technological resources in the twenty-first century**

PE/TE: Communities and Resources, 160–165; Recycling, 166–167; The Information Age, 263; Using Resources, 318–323; Too Few Resources, 329; Resources and Goods, 330–331

TE only: Describe Scarcity of Resources and Goods, 330

Alabama Geography Workbook: 11, 18

E	G	H	PS
✓	✓		✓

8. **Identify the geographic links of land regions, river systems, and interstate highways between Alabama and other states.** 

Example: Tombigbee River

PE/TE: Transportation over Time, 242–247; For related information see United States Communities pages 18–23, World Communities pages 26–29, What’s Your Community’s Environment? 142–147; A Mountain Community, 172–175, A Water Community, 178–183, and A Crossroads Community, 186–189. See Grade Four Scott Foresman Social Studies Alabama, Regions pages 32–36.

Alabama Geography Workbook: 8, 16, 17

- **Locating the five geographic regions of Alabama** 

PE/TE: For related information see United States Communities pages 18–23, World Communities pages 26–29, What’s Your Community’s Environment? 142–147; A Mountain Community, 172–175, A Water Community, 178–183, and A Crossroads Community pages 186–189. See Grade Four Scott Foresman Social Studies Alabama, Regions pages 32–36.

Alabama Geography Workbook: 3

- **Comparing laws that pertain to citizens of the United States, including pollution laws, highway speed laws, seat belt laws, and interstate trade laws**

PE/TE: The Bill of Rights, 370; Services Local Governments Provide, 386; Community Leaders, 392

Alabama Extras: Unit 6

- Describing the cultural, political, and economic characteristics of people in the Western Hemisphere

Examples: cultural—types of clothes, homes, languages, religions;
 political—functions of political units at different levels such as cities, states, and nations;
 economic—natural resources, industrialization, living standards

PE/TE: Chapter 2: Kinds of Communities, 36–37; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Review, 58–59
 Chapter 4: Celebrating Cultures, 104–109; Map and Globe Skills: Understand Hemispheres, 110–111; DK: Dancing to Celebrate Culture, 112–113; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; Review, 126–127
 Chapter 6: Places Where Communities Start: A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189; Review, 192–193

Alabama Extras: Unit 1

E	G	H	PS
	✓		

9. Identify ways to prepare for natural disasters in the United States.

Examples: preparing for earthquakes by identifying structural needs of homes before building, constructing housing on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing evacuation routes

PE/TE: For related information see Drawing Conclusions About a Tornado pages 138–139 and World Climate Regions, pages 182–183.

TE only: Natural Hazards in Your Home Region, 183

Alabama Extras: Unit 3

E	G	H	PS
	✓		

10. Describe characteristics and migration patterns of human populations in the Western Hemisphere.

Examples: characteristics—birth rate, death rate, life expectancy, population density, food, clothing, shelter;
 migration—movement of migrant workers to other locations

PE/TE: Chapter 3: People Move from Place to Place, 72–73; Moving to a New Community, 74–77; Learning New Customs, 78–79; Citizen Heroes: A Country for Everyone, 82–83; Where Did They Come From? 84–89; A New Life in America, 90–95; Review, 100–101; Map of Underground Railroad, 191

Alabama Extras: Unit 1

Alabama Geography Workbook: 5

E	G	H	PS
	✓	✓	

11. Identify significant historical sites in Alabama, including locations of civil rights activities. 

Examples: Montgomery—birthplace of the Confederacy, birthplace of the Civil Rights Movement;
 Tuskegee—home of Tuskegee Institute;
 Mobile—site of the Battle of Mobile Bay and Fort Morgan;
 Huntsville—home of United States Space and Rocket Center;
 Tuscumbia—location of Ivy Green (birthplace of Helen Keller);
 Moundville—location of Moundville Archaeological Park;
 Birmingham—home of Vulcan and Vulcan Park, Birmingham Civil Rights Institute, and Sloss Furnaces National Historic Landmark;
 Selma—site of voting rights activities

PE/TE: Dorling Kindersley: The United States of America, 148–149; Routs of the Underground Railroad, 191; Ancient Rome and Washington, D.C., 372-373; Southeastern United States, 389. See Scott Foresman Social Studies Grade Four Alabama pages 25, 34, 69, 70, 77, 118, 123, 124, 130, 139, 179, 181, 211, 227, 261, 283, and 307.

TE only: Background: Thurgood Marshall, 370; Rosa Parks, 370
Alabama Geography Workbook: 26

**Scott Foresman Social Studies -- Alabama
to the
Alabama Course of Study—Social Studies
Grade Four**

ALABAMA STUDIES

Student will:

E	G	H	PS
✓	✓	✓	✓

- 1. Identify historical and current economic, political, and geographic information about Alabama on thematic maps.**

***Examples:* weather/climate maps, physical relief maps, waterway maps, transportation maps, political boundary maps, economic development maps, land-use maps, population maps**

PE/TE: Map Skills, 11, 12, 19, 23, 33, 39, 46, 69, 70, 77, 96, 99, 118, 124, 130, 139, 181, 182, 297; Map Adventure, 25, 89, 123, 261, 309; Map and Globe Skills, 14–15, 154–155, 210–211, 302–303; Locating Time and Place, 9, 31, 65, 85, 115, 137, 179, 197, 227, 283; Here and There, 37, 93, 285

- **Discussing patterns and types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama**

PE/TE: Map Skills, 11, 12, 19, 23, 33, 39, 46, 69, 70, 77, 96, 99, 118, 124, 130, 139, 181, 182, 297; Map Adventure, 25, 89, 123, 261, 309; Map and Globe Skills, 14–15, 154–155, 210–211, 302–303; Locating Time and Place, 9, 31, 65, 85, 115, 137, 179, 197, 227, 283; Here and There, 37, 93, 285

E	G	H	PS
✓	✓	✓	✓

- 2. Describe the cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.**

***Examples:* prehistoric Native Americans—Paleo, Archaic, Woodland, Mississippian; historic Native Americans—Choctaw, Chickasaw, Cherokee, Creek**

PE/TE: Chapter 3: Alabama’s Early People, 64–65; Early Alabamians, 66–71; Chart and Graph Skills: Use a Cutaway Illustration, 72–73; Dorling Kindersley: Digging Up the Past, 74–75; New Groups of Native Americans, 76–80; Biography: Jim Knight, 81; Review, 82–83

- **Identifying locations of prehistoric and historic Native Americans in Alabama**

PE/TE: Early Alabamians, 66–71; Chart and Graph Skills: Use a Cutaway Illustration, 72–73; Dorling Kindersley: Digging Up the Past, 74–75; Map Paleo-Indian and Archaic Archaeological Sites, 69; New Groups of Native Americans, 76–80; Map: Alabama’s Native Americans, 77; Review, 82–83

- **Describing types of prehistoric life in Alabama**
Examples: plants, animals, people

PE/TE: The Mystery of Prehistory, 67; The First People Arrive, 68–69; Other Early Peoples, 70–71; Chart and Graph Skills: Use a Cutaway Illustration, 72–73

- **Identifying the roles of archaeologists and paleontologists**

PE/TE: The Mystery of Prehistory, 67; Digging Up the Past, 74–75; Dorling Kindersley: Digging Up the Past, 74–75

E	G	H	PS
✓	✓	✓	✓

3. **List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native-American populations in Alabama.**

PE/TE: European Exploration and Settlement, 84–85; Europeans Arrive, 86; The Spanish Come First, 87; The French Follow, 88–89
Alabama Extras: Unit 2, Card 1

- **Locating European settlements in early Alabama**

PE/TE: Europeans Arrive, 86–91

- **Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840**

Examples: differing beliefs regarding land ownership, religious differences, cultural differences, broken treaties

PE/TE: Citizen Heroes: Taking a Stand, 92; Here and There: Fighting for Land, 93; Fighting Over Alabama, 94–97

Alabama Extras: Unit 2, Card 1

- Identifying main causes, key people, and historical documents of the American Revolution and the new nation**
Examples: main causes—taxation, lack of representation, distrust of centralized power;
key people—George Washington, Thomas Jefferson, Benjamin Franklin;
historical documents—Declaration of Independence, Constitution of the United States

PE/TE: For related information see Becoming Americans page 90.
TE only: Read Aloud: From “The Declaration of Independence” 57h
Alabama Extras: Unit 2, Card 2

- Naming the social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama**
Examples: social—adoption of European culture by Native Americans, opening of Alabama land for settlement;
political—breaking of power of Native Americans, labeling of Jackson as a hero and propelling him toward presidency;
economic—acquisition of tribal land in Alabama by the United States

PE/TE: Fighting Over Alabama, 94–97; Thinking Skills: Make Generalizations, 99
Alabama Extras: Unit 2, Card 1

- Identifying the impact of the Trail of Tears on Alabama’s Native Americans**

PE/TE: Native American Removal, 124
TE only: About the Trail of Tears, 124

E	G	H	PS
	✓	✓	

- Describe the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.**

PE/TE: Alabama’s Regions, 32–36; Alabama’s River Systems, 38–41; Alabamians and the Environment, 44–47; Review, 50–51; Fighting Over Alabama, 94–97
Alabama Extras: Unit 3

- **Describing the natural resources of Alabama**
Examples: water, trees, coal, iron, limestone, petroleum, natural gas, soil

PE/TE: Alabama’s River Systems, 38–41; Natural Resources, 45; Using and Conserving Resources, 46–47; Citizen Heroes: Taking Action, 49; Review, 50–51
TE only: Make a Speech, 45

- **Describing the natural environment of Alabama**
Examples: wildlife, vegetation, climate, bodies of water

PE/TE: Alabama’s Physical Features, 18–21; Chapter 2: Alabama’s Natural Environment, 30–31; Alabama’s Regions, 32–36; Here and There: Weather on the Bays, 37; Alabama’s River Systems, 38–41; Alabamians and the Environment, 44–47; Review, 50–51
TE only: Represent the Regions Symbolically, 40

- **Describing human environments created by settlement**
Examples: housing, roads, place names

PE/TE: Alabama’s Human Features, 22–26

E	G	H	PS
	✓	✓	✓

5. Describe Alabama’s entry into statehood, including Alabama’s constitutions and the three branches of government.

PE/TE: Fighting Over Alabama, 94–97; Becoming a State, 116–120; State Government, 284–288

- **Explaining political and geographic reasons for changes in location of Alabama’s state capital**

PE/TE: The Changing Capital, 120; Research and Writing Skills: Take Notes and Record Information, 121

- **Identifying prominent political leaders during early statehood in Alabama**
Examples: William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King

PE/TE: Meet the People, 110–111; William Wyatt Bibb, 119; Thomas Bibb, 119; Becoming a State, 116–120; Biography: Daniel Pratt, 132

E	G	H	PS
✓	✓	✓	✓

6. **Identify the cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.**

Examples: **cultural—housing, education, religion, recreation;**
economic—transportation, livelihood;
political—inequity of legal codes

PE/TE: Life in Alabama, 122–125; Alabama’s Economy Grows, 126–131; Breaking Away from the Union, 138–142; Issues and Viewpoints: North and South, 144–145

Alabama Extras: Unit 3

- **Recognizing the impact of slavery on Alabama during the early nineteenth century**

PE/TE: Slavery and Society, 129; Slavery and States’ Rights, 139

- **Identifying major areas of agricultural production using an Alabama map**

Example: **cotton raised in the Black Belt and fertile river valleys**

PE/TE: Alabama’s Economy Grows, 126; A Growing Economy, 127; Small Farms, Large Plantations, 128; Transportation Takes Off, 130–131. For related information see Alabama’s Resources page 46 and Map Adventure: Alabama’s Agricultural Resources page 261.

E	G	H	PS
✓		✓	✓

7. **Identify reasons for Alabama’s secession from the Union, including sectionalism, slavery, state’s rights, and economic disagreements.**

PE/TE: Breaking Away from the Union, 138–142; Biography: William Lowndes Yancey and Robert Jemison, Jr., 143; Issues and Viewpoints: North and South, 144–145

- **Identifying Alabama’s role in the organization of the Confederacy**

Examples: **secession convention, Montgomery as first capital, inauguration ceremony for leaders**

PE/TE: Breaking Away from the Union, 138–142; Biography: William Lowndes Yancey and Robert Jemison, Jr., 143; Issues and Viewpoints: North and South, 144–145

TE only: Discuss the Effects of Secession, 139

E	G	H	PS
✓		✓	

8. Explain Alabama’s role in and economic support of the Civil War.

Examples: provision of supplies through the Port of Mobile; armament center at Selma; production of iron products, munitions, textiles, and ships

PE/TE: Alabama in the Civil War, 146–152; Dorling Kindersley: The Civil War, 153; Map and Globe Skills: Interpret an Inset Map, 154–155

- **Explaining the resulting economic conditions of the Civil War, including the collapse of economic structure, destruction of the transportation infrastructure, and high casualty rates**

PE/TE: Alabama in the Civil War, 146–152; Dorling Kindersley: The Civil War, 153; Map and Globe Skills: Interpret an Inset Map, 154–155

E	G	H	PS
✓		✓	✓

9. Describe political, social, and economic conditions in Alabama during Reconstruction.

Examples: political—military rule, presence of Freedmen’s Bureau, Alabama’s re-admittance to the Union, sharecropping; social—carpetbaggers, scalawags, Ku Klux Klan (KKK); economic—sharecropping, scarcity of goods and money

PE/TE: Rebuilding After the War, 156–162; Citizen Heroes: Working or Change, 163

TE only: The Klu Klux Klan, 160; Write About the Reconstruction, 162; Fast Facts, 163

- **Describing the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States**

PE/TE: Rebuilding After the War, 156–162

TE only: The Klu Klux Klan, 160; Write About the Reconstruction, 162; Fast Facts, 163

- **Identifying the role of African Americans in politics during Reconstruction in Alabama**

Examples: Benjamin Sterling Turner, United States House of Representatives (1871-1873); Jeremiah Haralson, Alabama State Legislature (1870-1874) and United States House of Representatives (1875-1877); James Rapier, United States House of Representatives (1873-1875)

PE/TE: Meet the People, 110–111; Road to Recovery, 160–161; Citizen Heroes: Working for Change, 163
TE only: Fast Facts, 163

- **Describing the policies of major political parties in Alabama**

PE/TE: Road to Recovery, 160–161
Alabama Extras: Unit 4

E	G	H	PS
✓		✓	✓

10. **Describe significant social and educational changes in Alabama during the late nineteenth and early twentieth centuries.**

Examples: social changes—implementation of “separate but equal” court decision (*Plessy versus Ferguson*), birth of National Association for Advancement of Colored People (NAACP) through Niagara Movement; educational changes—establishment of normal schools Land-grant colleges such as Alabama A & M University and Auburn University, and Tuskegee University

PE/TE: Beginnings of Change, 186–190; Biography: Maria Fearing, 191; Research and Writing Skills, 192–193; Citizen Heroes: Julia Tutwiler, 193; Chapter Review, 194–195
TE only: Segregation, 189

- **Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism**

PE/TE: Making Progress, 177; A Growing Economy, 180–184; Cities of Iron and Steel, 185; Beginnings of Change, 186–190; Better Ways of Living, 203; New Ways of Getting Around, 204; Industry Continues to Develop, 205; Inventions Make Life Better, 208–209
TE only: The Populist Party, 183
Alabama Extras: Unit 4

- **Explaining the impact of the voting rights revision in the Alabama Constitution of 1901, including Jim Crow Laws**
Example: restriction of eligible voters

PE/TE: Strained Relations, 189; More Social Change, 190; The Constitution of 1901, 199; Alabama Voting Requirements, 199

TE only: Segregation, 189

Alabama Extras: Unit 4

- **Identifying Alabamians who made contributions in the fields of science, education, the arts, the military, and politics, and business during the late nineteenth and early twentieth centuries**

Examples: science—George Washington Carver, William Gorgas, Robert Van de Graff;
education—Booker T. Washington, Julia Tutwiler, Helen Keller, Maria Fearing;
arts—William Christopher Handy;
military—Joe Wheeler, Richmond Pearson Hobson;
politics—John Tyler Morgan, Patti Ruffner Jacobs, Governor Thomas E. Kilby
business—William Pettiford

PE/TE: Meet the People, 174–175; Chapter 7: Alabama Grows, 178–179; A Growing Economy, 180–184; Here and There: Cities of Iron and Steel, 185; Beginnings of Change, 186–190; Biography: Maria Fearing, 191; Citizen Heroes: Opening Doors, 193; Review, 194–195
Chapter 8: Alabama Moves Ahead, 196–197; Rights and Reforms, 198–200; Biography: Pattie Ruffner Jacobs, 201; More Change, 202–207; Dorling Kindersley: Inventions Make Life Better, 208–209; Review, 212–213; Unit Review, 216–217; Julia Tutwiler, 174, 188, 193; Maria Fearing, 188; Booker T. Washington, 175, 188, 192

TE only: Summarize Contributions to the Arts, 188

- **Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state heritage**
Examples: folklore, folk art, vernacular architecture

PE/TE: Fact File: Alabama’s Folk Traditions, 189; Citizen Heroes, 193; Better Ways of Living, 203; Alabamians in the Arts, 308–312; Biography: Kathryn Tucker Windham, 313; On Stage and in Sports, 314–317

TE only: Fast Facts, 25

Alabama Extras: Unit 1

E	G	H	PS
		✓	

11. Describe the impact of World War I on Alabamians.

Examples: migration of African Americans to the North and West, utilization of Alabama’s military installations and training facilities, increased production of goods for war effort

PE/TE: World War I, 229

TE only: Progress After World War I, 229

- **Recognizing Alabama participants in World War I**

Example: Alabama Rainbow Division

PE/TE: World War I, 229

TE only: Progress After World War I, 229

- **Identifying the use of new technology in World War I**

Examples: airplanes, machine guns, chemical warfare

PE/TE: World War I, 229

E	G	H	PS
✓		✓	

12. Explain the effects of the events of the 1920s and the Great Depression on different socioeconomic groups.

Examples: effects of 1920s—increase in availability of electricity and employment opportunities, increase in wages and product consumption, overproduction of goods, stock market crash; effects of Great Depression—over cropping of land, unemployment, poverty, establishment of new federal programs

PE/TE: The Great Depression, 231; Hard Times for Alabama Farmers, 232; The New Deal, 233

- **Describing the effects of supply and demand on the economy**

PE/TE: The Great Depression, 231; Hard Times for Alabama Farmers, 232; The New Deal, 233

Alabama Extras: Unit 5

E	G	H	PS
✓	✓	✓	

13. Describe the economic and social impact of World War II on Alabamians.

Examples: entry of women into workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations

PE/TE: Another World War, 234; Effects of the War, 235; New Opportunities, 236

TE only: About World War II, 235; Write About the Effects of World War II, 236

- **Recognizing Alabama participants in World War II**

Examples: Tuskegee Airmen, women in the military

PE/TE: Another World War, 234; Effects of the War, 235; New Opportunities, 236

TE only: About World War II, 235; Write About the Effects of World War II, 236

- **Locating military bases in Alabama**

PE/TE: For related information see Another World War page 234 and Effects of the War page 235.

Alabama Extras: Unit 5

E	G	H	PS
✓		✓	✓

14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

PE/TE: Equal Rights, 240–244; Biography: Martin Luther King, Jr. 245; Citizen Heroes: Honesty is Strength, 246; Here and There: Civil Rights Memorials, 247; Review, 248–249

TE only: Government, 241

- **Identifying important people and events of the modern Civil Rights Movement**

Examples: people—Martin Luther King, Jr.; George C. Wallace; Rosa Parks; events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march

PE/TE: Equal Rights, 240–244; Biography: Martin Luther King, Jr. 245; Citizen Heroes: Honesty is Strength, 246; Here and There: Civil Rights Memorials, 247; Review, 248–249

TE only: Government, 241

- **Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act**

PE/TE: 1964 Civil Rights Act, 243; 1965 Voting Rights Act, 243

E	G	H	PS
		✓	

- 15. Identify major world events that have impacted Alabama since 1950.**

Examples: Korean Conflict, Vietnam War, Persian Gulf War, War on Terrorism

PE/TE: Chapter 9: A Century of Change, 226–227; Equal Rights, 240–244; Biography: Martin Luther King, Jr. 245; Citizen Heroes: Honesty is Strength, 246; Here and There: Civil Rights Memorials, 247; Review, 248–249; Conflicts After World War II, 252–255; Post-Cold War Conflicts, 256–259; A Global Economy, 260–264; Review, 268–269

- **Recognizing Alabamians who have made significant contributions to society since 1950**

Examples: Henry “Hank” Aaron, Supreme Court Justice Hugo Black, Paul “Bear” Bryant, Nat “King” Cole, Marva Collins, Rear Admiral Jeremiah Denton, Arthur George (A.G.) Gaston, Dr. Mae C. Jemison, Harper Lee, Willie Mays, Lieutenant General Hal Moore, Admiral Thomas Morrer, Jesse Owens, Condoleeza Rice, Wernher von Braun, George C. Wallace, Lurleen B. Wallace, Hank Williams, Kathryn Tucker Windham

PE/TE: Meet the People, 222–223, 278–279; Chapter 12: Famous Alabamians, 306–307; Alabamians in the Arts, 308–312; Biography: Kathryn Tucker Windham, 278, 310, 313; On Stage and in Sports, 314–317; Thinking Skills: Identify Fact and Opinion, 318; Then and Now: Olympic Gold: Jesse Owens and Vonetta Flowers, 319; George C. Wallace, 241, 286, 288; Autherine Lucy Foster, 241; Dr. Martin Luther King, Jr., 242, 245; Rosa Parks, 242, 246; Frank M. Johnson, 242; Richard Arrington, Jr., 244; Coretta Scott King, 247; William Silbert, 262; Robert Fitzgerald, 262; Percy Julian, 262; Dr. Mae Jemison, 263; Robert Van de Graaff, 262, 266; Bob Riley, 286; Lucy Baxley, 286; Oscar W. Adams, Jr., 287, 289; Howell Heflin, 301; Henry “Hank” Aaron, 279, 316, 325; Supreme Court Justice Hugo Black, 278, 285, 287, 295; Paul “Bear” Bryant, 316; Nat “King” Cole, 311; Harper Lee, 279, 310; Willie Mays, 316; Condoleeza Rice, 285; Wernher von Braun, 263; Lurleen B. Wallace, 279, 286; Hank Williams, 311

E	G	H	PS
✓	✓	✓	

16. Describe the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the twentieth century.

PE/TE: Alabama’s Human Features, 22–26; Alabama’s Regions, 32–36; Here and There: Weather on the Bays, 37; Alabama’s River Systems, 38–41; Alabamians and the Environment, 44–47; Alabama Grows, 178–179; A Growing Economy, 180–184; Here and There: Cities of Iron and Steel, 185; Beginnings of Change, 186–190; A Global Economy, 260–264

- **Describing how technological advancements brought change to Alabamians during the twentieth century**

Examples: improvement of the quality of life and expanded employment opportunities through use of electricity, improvement of transportation through introduction of automobiles and airplanes, improvement of communication through satellites and cellular telephones

PE/TE: Dorling Kindersley: Aircraft Carrier, 238–239; Science and Technology, 262; Alabamians in Space, 263; Then and Now: Huntsville, 263; Alabama Goes Global, 264; Biography: Robert Van de Graaff, 266

TE only: Learn About Aerospace Technology, 257

Alabama Extras: Unit 6

- **Describing the growing influence of foreign-based companies**

PE/TE: A Global Economy, 260–264

Alabama Extras: Unit 6

**Scott Foresman Social Studies – Building a Nation
to the
Alabama Course of Study—Social Studies
Grade Five**

UNITED STATES STUDIES: BEGINNINGS TO 1877

Students will:

E	G	H	PS
	✓	✓	

- 1. Locate physical features that impacted the exploration and settlement of the Americas.**

***Examples:* ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges**

PE/TE: Land and Regions: Regions of the United States, 25–30; Map, 201; European Explorers, 110–113; The Voyages of Columbus, 134–141; Different Worlds Collide, 142–145

- **Locating states, capitals, and important geographic features east of the Mississippi River**

PE/TE: Land and Regions: Regions of the United States, 25–30; Map of Our Fifty States, R12–R13

Alabama Extras: Unit Overview

- **Identifying major ports in the United States**

***Examples:* Mobile, Boston, New York, New Orleans, Savannah** 

PE/TE: Land and Regions: Regions of the United States, 25–30; Map, 201

Alabama Extras: Unit 2

E	G	H	PS
	✓	✓	

- 2. Identify causes and effects of prehistoric migration and settlement in North America.**

PE/TE: Life in the Western Hemispheres, 52–63; Migration to the Americas, 54–57; Early American Cultures, 60–64; The Rise of Empires, 66–69; Dorling Kindersley: Aztecs, Maya, and Inca, 70–71; Review, 72–73

TE only: 52a–52f; Migration Routes, 55; Science, 56

E	G	H	PS
✓	✓	✓	✓

3. Compare major Native-American cultures in respect to geographic region, natural resources, government, economy, and religion.

Examples: Southeast, Northeast, Southwest, Pacific Northwest, Plains

PE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–80; The Great Plains, 85; The Southwest Desert, 88–91; The Northwest Coast, 94–97; Review, 98–99

Alabama Extras: Unit 1

- **Locating Native-American groups by geographic region**

PE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–80; The Great Plains, 85; The Southwest Desert, 88–91; The Northwest Coast, 94–97; Review, 98–99; Map Skills, 77, 84, 89, 95

TE only: 74a–74f

E	G	H	PS
✓	✓	✓	✓

4. Explain the effects of European exploration during the Age of Discovery upon European society and Native Americans, including the economic and cultural impact.

PE/TE: European Explorers, 110–115; The Voyages of Columbus, 134–138; Dorling Kindersley: European Exploration, 139; Different Worlds Collide, 142–145; The Search for Gold, 147

Alabama Extras: Unit 2

- **Identifying significant early European patrons and explorers and early settlements**

Examples: patrons—King Ferdinand and Queen Isabella, Prince Henry the Navigator; explorers—Magellan, Columbus, Cortés, Coronado, Ponce de León, de Soto, Pizarro; settlements—Roanoke (the Lost Colony), Jamestown, Plymouth

PE/TE: The Portuguese Explore the African Coast, 113; A Sea Route to India, 114; The Voyages of Columbus, 134–138; Dorling Kindersley: European Exploration, 139; Different Worlds Collide, 142–145; The Search for Gold, 147; Hard Times in Virginia, 156–162; Biography: James Smith, 163

- **Locating the countries of origin of early European patrons and explorers including Prince Henry the Navigator, Magellan, Columbus, Cortés, Ponce de León, de Soto, and Pizarro**

PE/TE: The Portuguese Explore the African Coast, 113; A Sea Route to India, 114; Meet the People, 128–129; The Voyages of Columbus, 134–138; Different Worlds Collide, 142–145; The Search for Gold, 147

E	G	H	PS
✓	✓	✓	✓

5. Describe the early colonization of North America and the reasons for settlement in the Northern, Middle, and Southern colonies.

Examples: colonization of Pennsylvania and Rhode Island for religious freedom, establishment of Georgia as a prison colony, immigration of Europeans in pursuit of greater civil rights and wealth

PE/TE: Hard Times in Virginia, 156–162; Biography: James Smith, 163; New European Settlements, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182

- **Identifying major leaders, economic impact, and changes in colonial society**

Examples: leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe; economic impact—tobacco and cotton crops as mainstays of economy; social changes—effects of establishment of House of Burgesses on colonial society

PE/TE: Hard Times in Virginia, 156–162; Biography: James Smith, 163; New European Settlements, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182; Biography: William Penn, 183; Citizen Heroes: Respecting Religious Freedom, 184–185; Review, 186–187; Meet the People, 196–197; Working and Trading, 202–207; Cities, Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220

- **Identifying reasons for the French and Indian War**

PE/TE: The French and Indian War, 246–251; Review, 252–253

- **Describing the impact of the French and Indian War on the settlement of the colonies**

PE/TE: British Victory, 250

- **Identifying geographic features, landforms, and differences in climates among the colonies**

PE/TE: Geography of the 13 Colonies, 177; New England Colonies, 178; The Middle Colonies, 179; The Southern Colonies, 180

Alabama Extras: Overview Unit

- **Describing the emerging colonial governments**
Examples: representative government, town meetings, role of laws

PE/TE: Self-Government in Virginia, 162; New England Colonies, 178; The Middle Colonies, 179

- **Describing the development of the emerging labor force in the colonies**
Examples: slaves, indentured servants

PE/TE: Indentured Servants, 161; Debtors, 180; Working and Trading, 202–207; Southern Plantations, 213; Slavery in the Colonies, 224–227

Alabama Extras: Unit 3

- **Identifying on a map changes in North American boundaries as a result of the French and Indian War**

PE/TE: Map Skills: European Land Claims, 250

E	G	H	PS
✓	✓	✓	

- 6. Identify the impact of trade routes on emerging colonies in the Americas.**

Examples: spread of Christianity, increase in trading of cotton and indigo

PE/TE: Slave Trade, 113; Life in New Spain, 146–150; The 13 English Colonies, 176–182; Working and Trading, 202–207

- **Tracing the result of slave trading in the Americas**
Example: establishment of the Triangular Trade Route

PE/TE: Slave Trade, 113; Colonial Trade Routes, 206–207
TE only: Social Studies Background, 206

- **Locating centers of slave trade in the Western Hemisphere**

PE/TE: Map Skills: Triangular Trade Routes, 206
Alabama Extras: Unit 3

E	G	H	PS
✓		✓	✓

7. **Identify events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.**

PE/TE: The French and Indian War, 246–251; Britain Taxes the Colonies, 269; The Townshend Acts, 272; The Boston Massacre, 277; The Boston Tea Party, 279

E	G	H	PS
✓	✓	✓	✓

8. **Identify major events of the American Revolution, including the Battles of Lexington and Concord, the Battle of Bunker Hill, the Battle of Saratoga, and the Battle of Yorktown.**

PE/TE: The Revolution Begins, 286–290; Declaring Independence, 296–300; Patriots at War, 302–308; The World Turned Upside Down, 314–319; Map of Battles of the American Revolution, 317

- **Describing the social and political impact of the Declaration of Independence**

PE/TE: The Revolution Begins, 286–290; Declaring Independence, 296–300; Thomas Jefferson, 301; Text of the Declaration of Independence, R28–R29

- **Explaining the contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and ordinary citizens**

PE/TE: Thomas Jefferson, 263, 298–299, 301, 351, 363–364, 368–376, 381, 402; Samuel Adams, 265, 270–271, 278, 287, 353; Paul Revere, 278, 286–287; Patrick Henry, 270, 274–275, 353; Thomas Paine, 262, 298; George Washington, 246–249, 281, 283, 296–297, 303–304, 307–309, 315, 318–319; Trouble Over Taxes, 268–270; The Colonists Rebel. 276–282; Patriots at War, 302–308.

Alabama Extras: Unit 4

- **Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress**

PE/TE: Minutemen, 281, 288–289; Colonists Protest, 270; Sons of Liberty, 271; Women Join the Boycott, 272; The Committees of Correspondence, 278; The Continental Congress, 281; The Second Continental Congress, 297

- **Locating on a map major battle sites of the American Revolution**

PE/TE: Maps, 288, 290, 295, 305, 317

E	G	H	PS
		✓	✓

9. **List steps involved in the development of the Constitution of the United States, including the inadequacies of the Articles of Confederation and struggles over the ratification of the Constitution.**

PE/TE: A Weak Government, 338–343; Debate in Philadelphia, 344–350; Ratifying the Constitution, 352–355

- **Listing powers granted to Congress, the President, and those reserved for the states or for the people.**

PE/TE: We the People, 17; Our Constitution, 348; Fact File: The Three Branches of Government, 349; United States Documents, R34
Alabama Extras: Unit 5

- **Discussing major ideas and concepts of the Constitution of the United States, including the duties and powers of the three branches of government.**

PE/TE: Life in a Republic, 15; We the People, 17; A Compromise Plan, 347; Our Constitution, 348; Fact File: The Three Branches of Government, 349; The Bill of Rights, 354

- **Identifying the main principles in the Bill of Rights**

PE/TE: The Bill of Rights, 354, 355

- Describing the process by which territories achieve statehood under the Constitution

PE/TE: The Northwest Ordinance of 1787, 352

Alabama Extras: Unit 6

E	G	H	PS
✓	✓	✓	✓

10. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States.

Examples: Louisiana Purchase, Indian Removal Act, Texas-Mexican Wars, Mexican-American War, gold rush of 1849

PE/TE: The Louisiana Purchase, 373; Indian Removal Act, 405; The Trial of Tears, 406; The Story of Texas, 432–433; War with Mexico, 434–435; The Golden State, 442–445

Alabama Extras: Unit 6

- Tracing the expeditions of Meriwether Lewis and William Clark in the American West, including the role of Sacajawea

PE/TE: Lewis and Clark, 374–375; Dorling Kindersley: Lewis and Clark, 377

TE only: Background: Sacagawea, 374

- Identifying the purpose of the Monroe Doctrine

PE/TE: The Monroe Doctrine, 403; People and Events, 426

E	G	H	PS
	✓	✓	✓

11. Explain the causes of and major events occurring during the War of 1812.

Examples: causes—impressment, territorial disputes; events—burning of Washington D.C., creation of “War Hawks,” composition of “Star-Spangled Banner,” Battle of Horseshoe Bend, Battle of New Orleans

PE/TE: Another War with Britain, 380; Moving Towards War, 381; The War of 1812, 382–383; Battle of New Orleans, 384; Map, 380

- Locating on a map major areas of conflict in the War of 1812, including Washington, D.C.

PE/TE: Another War with Britain, 380; Moving Towards War, 381; The War of 1812, 382–383; Battle of New Orleans, 384; Map, 380

Alabama Extras: Unit 5

E	G	H	PS
✓	✓	✓	✓

12. Identify causes of the Civil War from the northern and southern viewpoints.

Examples: states’ rights, slave versus free states

PE/TE: North and South Grow Apart, 464–467; Resisting Slavery, 470–474; The Struggle Over Slavery, 476–482; The First Shots Are Fired, 484–487

- **Describing the importance of the Missouri Compromise, the Compromise of 1850, John Brown’s Rebellion, and the Emancipation Proclamation**

PE/TE: Missouri Compromise, 477; The Compromise of 1850, 478; John Brown’s Raid, 480; The Emancipation Proclamation, 500

- **Describing the impact of the Civil War on the social, economic, and political life of the United States**

PE/TE: The Early Stages of the War, 492–496; Life During the War, 498–503

Alabama Extras: Unit 7

- **Identifying on a map locations important to the Civil War**
Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Confederate states, Union states, Confederate capitals

PE/TE: Maps, 486, 491, 507, 509, 513

E	G	H	PS
✓		✓	✓

13. Identify the social, political, and economic changes that occurred during Reconstruction.

PE/TE: The End of Slavery, 516–521

- **Describing the effects of Reconstruction on women and African Americans**

Examples: voting rights for African-American males, women as heads of households, stabilization of the African-American family, role of self-help and mutual aid

PE/TE: Reconstruction Under Congress, 518; New Amendments, 519; Reconstruction Ends, 520; After Reconstruction, 521

Alabama Extras: Unit 7

- **Identifying the impact of Reconstruction on education in the United States**

Example: education of African-American children

PE/TE: Reconstruction Ends, 520; After Reconstruction, 521

Alabama Extras: Unit 7

**Scott Foresman Social Studies – Growth of a Nation
to the
Alabama Course of Study—Social Studies
Grade Six**

UNITED STATES STUDIES: 1877 TO THE PRESENT

Students will:

E	G	H	PS
✓	✓	✓	

- 1. Describe Westward Expansion and its technological, economic, and social influence on the people of the United States prior to World War I.**

Examples: development of railroads, conflicts with Native Americans, location of reservations, end of frontier, Manifest Destiny

PE/TE: A Growing Nation, 30–36; Rails Across the Nation, 128–133; Colonial Williamsburg: Westward Growth of America, 136–137; Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153; War in the West, 154–159

- **Locating states, capitals, and important geographic features west of the Mississippi River**

PE/TE: Map Skills: 130, 134, 136, 150, 158; Map of Our Fifty States, R12–R13; Facts About Our Fifty States, R18–R21

Alabama Extras: Overview Unit

- **Identifying major groups and individuals involved with Westward Expansion**

PE/TE: A Growing Nation, 30–36; Rails Across the Nation, 128–133; Colonial Williamsburg: Westward Growth of America, 136–137; Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153; War in the West, 154–159

Alabama Extras: Unit 1

- **Identifying areas of conflict and cooperation and trading practices among western settlers**

Example: settlers—farmers, ranchers, Mormons, Hispanics

PE/TE: Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153

Alabama Extras: Unit 2

- **Analyzing the impact of closing the frontier on Native Americans**

PE/TE: War in the West, 154–159

TE only: Critical Thinking, 155

- **Locating areas settled in the United States between 1877 and 1900**

PE/TE: Pioneers on the Plains, 138–144; Cowboys and Miners, 148–153

Alabama Extras: Unit 2

E	G	H	PS
✓	✓	✓	✓

- 2. Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.**

PE/TE: Industry and Immigration, 164–165; Inventors Change the World, 166–173; The Rise of Big Business, 176–182; New Americans, 184–190; The Labor Movement, 192–197; Changing Ways of Life, 214–215; Rural Life Changes, 216–221; Life in the Growing Cities, 222–229; Unequal Opportunities, 232–238; Women’s Rights, 240–244

Alabama Extras: Unit 3

- **Discussing the construction of the Panama Canal**

PE/TE: Panama Canal, 256–258

TE only: Understand Terminology, 257

- **Explaining how the United States acquired Alaska and Hawaii**

PE/TE: Alaska, 251; Hawaii, 252

Alabama Extras: Overview Unit

E	G	H	PS
	✓	✓	✓

- 3. Identify causes and consequences of the Spanish-American War.**

PE/TE: Causes of the Spanish-American War, 253; War with Spain, 254; Results of War, 255; Biography: Theodore Roosevelt, 259

TE only: Critical Thinking, 255

- **Identifying major people involved in the Spanish-American War**

Examples: Teddy Roosevelt and the Rough Riders, William Gorgas

PE/TE: Causes of the Spanish-American War, 253; War with Spain, 254; Results of War, 255; Biography: Theodore Roosevelt, 259
TE only: Critical Thinking, 255

- **Locating major territories which were part of the treaty that ended the Spanish-American War**

PE/TE: Results of War, 255; Map Skills: New United States Territories, 255

E	G	H	PS
✓	✓	✓	✓

4. Describe changing social conditions during the Progressive Period.

Examples: eight-hour work day, child labor laws, workmen’s compensation laws

PE/TE: New Americans, 184–190; The Labor Movement, 192–197; The Progressive Movement, 262–267

- **Describing countries of origin and experiences of new immigrants to the United States**

Example: Ellis Island experience

PE/TE: New Americans, 184–190; Here and There: The Irish Potato Famine, 185

TE only: About Ellis Island, 186; About Angel Island, 187; Read About Immigration, 189

- **Identifying political and social leaders of the Progressive Movement**

Examples: Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Robert LaFollette, Jane Addams, Mary Harris “Mother” Jones, Clara Barton, Grover Cleveland

PE/TE: The Progressive Movement, 262–267; Interpret Political Cartoons, 268–269; Citizen Heroes, 270–271; Clara Barton, 49, 92; Grover Cleveland, R23; Mary Jones, 195; Jane Addams, 226; Woodrow Wilson, 211, 275, 280; William Howard Taft, R24; Theodore Roosevelt, 211, 226, 254–256, 259, 264–267, 269, 271, 469
Alabama Extras: Unit 3

- **Analyzing the impact of early civil rights movements on the lives of Americans**

PE/TE: Unequal Opportunities, 232–238; Biography: Booker T. Washington, 239

- **Identifying cultural changes from 1900-1920 resulting from religious beliefs, industrialization, urbanization, and changes in communication and technology**

PE/TE: Changing Ways of Life, 214–215; Rural Life Changes, 216–221; Life in the Growing Cities, 222–231; Unequal Opportunities, 232–238; Women’s Rights, 240–244
Alabama Extras: Unit 3

E	G	H	PS
✓	✓	✓	✓

5. Identify causes of World War I and reasons for entry into the war by the United States.

PE/TE: World War I, 272–280

- **Describing the role of the United States in World War I both militarily and on the home front**

PE/TE: World War I, 272–280
Alabama Extras: Unit 3

- **Identifying important people involved in World War I**
Examples: Sergeant Alvin York, President Woodrow Wilson, Baron von Richthofen (Red Baron), Archduke Franz Ferdinand, Kaiser Wilhelm II, David Lloyd-George, Georges Clemenceau

PE/TE: World War I, 272–280

- **Discussing technological advances and their impact on the economy of the United States**
Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask, and industrial support necessary for their manufacture

PE/TE: World War I: New Technologies, 277; Dorling Kindersley: War in the Air, 281
TE only: About Zeppelins, 277
Alabama Extras: Unit 3

- **Locating on a map or globe major countries involved in World War I and boundary changes after the war**

PE/TE: Map Skills: The Allied Powers and Central Powers in 1915, 273

Alabama Extras: Unit 3

- **Explaining rejection of world leadership by the United States after World War I**

Example: reaction of Congress to Treaty of Versailles and League of Nations

PE/TE: The United States and the Peace Process, 280

TE only: About the League of Nations, 280

E	G	H	PS
✓		✓	

6. **Identify cultural and economic developments in the society of the United States from 1877 through the 1930’s.**

Examples: impact of Harlem Renaissance, Jazz Age, radio, movies, automobiles, flappers, household appliances, and speakeasies; Prohibition; leadership of the United States in international trade

PE/TE: An Industrial Nation, 298–305; The Roaring Twenties, 310–316

- **Discussing the contributions of inventors from 1877 to World War I**

Examples: George Washington Carver, Henry Ford, Thomas Edison, Wright Brothers

PE/TE: George Washington Carver, 237; Henry Ford, 292, 299; Thomas Edison, 168, 304, 494; Wright Brothers, 172, 309

- **Describing the development of the modern woman**

Examples: Amelia Earhart, Zelda Fitzgerald

PE/TE: Changing Culture, 313; Women at Work, 316; Bessie Smith, 312; Zora Neale Hurston, 314; Amelia Earhart, 315; Biography: Georgia O’Keeffe, 317

- **Identifying notable people of the 1920s**
Examples: Babe Ruth, Charles Lindbergh, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederick Remington, Langston Hughes, Louis Armstrong, Henry Ford

PE/TE: An Industrial Nation, 298–305; The Roaring Twenties, 310–316; The Good Times End, 320–326

- **Describing the results of the economic policies of the Harding, Coolidge, and Hoover Administrations**
Examples: higher wages, more consumer goods, collapse of the farm economy, extension of personal credit, stock market crash

PE/TE: The Good Times End, 320–326
 Alabama Extras: Unit 4

E	G	H	PS
✓	✓	✓	✓

7. Identify causes of the Great Depression.

PE/TE: The Good Times End, 320–326

- **Describing the effect of the Great Depression on the people of the United States**
Examples: closing of farms, rising unemployment, building of Hoovervilles, migration of Okies

PE/TE: The Good Times End, 320–325

- **Locating on a map the area of the United States known as the Dust Bowl**

PE/TE: Map Skills: The Dust Bowl, 332
TE only: Learn More About the Dust Bowl, 332

- **Describing the importance of the election of Franklin D. Roosevelt as President of the United States**
Examples: Hundred Days, New Deal, National Recovery Administration, Civilian Conservation Corps, Social Security Act, Agricultural Adjustment Act, Works Progress Administration

PE/TE: The Election of 1932, 326; Biography: Franklin Delano Roosevelt, 327; The New Deal, 328–335
TE only: Fast Facts, 326

- **Describing the impact of the Tennessee Valley Authority (TVA) on the life of Alabamians**

PE/TE: Fact File: TVA, 331; Goals of the New Deal, 329
Alabama Extras: Unit 4

- **Locating river systems utilized by TVA**

PE/TE: For related information see Fact File: TVA page 331.
Alabama Extras: Unit 4

E	G	H	PS
	✓	✓	✓

8. List key figures, significant events, and reasons for the involvement of the United States in World War II.

Examples: key figures—Franklin D. Roosevelt, Winston Churchill, Harry S. Truman, Joseph Stalin, Adolph Hitler, Benito Mussolini, Emperor Hirohito, Hideki Tojo; events—Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge; reasons—Pearl Harbor, threat by Axis powers to Europe and Asia

PE/TE: World War II Begins, 340–347; The Home Front, 348–355; The World at War, 356–364

- **Locating on a map or globe countries controlled by the Axis powers from 1939-1942**

PE/TE: Map Skills: World War II, 346

- **Locating on a map or globe Allied countries and key battles in World War II**

PE/TE: Map Skills: World War II, 346; Major Battles of World War II, 358–359; Normandy Invasion, 360; Major World War II Battles of the Pacific, 367

- **Describing the development and use of the atomic bomb**

PE/TE: Technology and War, 354–355; Victory in Asia, 361
TE only: Learn About the Atomic Bomb, 354; Analyze Different Viewpoints, 361

- **Describing social costs of World War II**
Examples: Holocaust, civilian and military casualties

PE/TE: The World at War, 356; American Soldiers, 357; The Holocaust, 362–363; The Costs of War, 364

- **Explaining the importance of the treaties ending World War II**

PE/TE: Victory in Europe, 360; Victory in Asia, 361; The Costs of War, 364

E	G	H	PS
✓		✓	✓

9. Identify changes in the American home front during World War II.

Examples: rationing, retooling of factories to change from production of consumer items to military equipment

PE/TE: The Home Front, 348–355

- **Describing the changing role of women in the society of the United States during World War II**

Example: members of work force, Women’s Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), and United Service Organization (USO)

PE/TE: New Jobs for Women, 350; “Do Your Part” 351

TE only: Recruit Women for the War Effort, 350

- **Describing the changing role of African Americans and Japanese Americans in the society of the United States during World War II**

Examples: Tuskegee Airmen as a segregated military unit, separation of Japanese Americans into internment camps

PE/TE: New Opportunities, 352; Japanese Americans, 353

TE only: African Americans in the U.S. Military, 352

E	G	H	PS
		✓	

10. Identify major social and cultural changes in the United States from 1945 to 1960.

Examples: movement to suburbs, introduction of television and rock and roll, increased birth rate during baby boom, changes in transportation due to the Federal Highway Act

PE/TE: Boom Years at Home, 394–403; Map Adventure, 401; Dorling Kindersley: The Roots of Rock and Roll, 404–405

E	G	H	PS
	✓	✓	✓

11. Identify critical events occurring in the United States and throughout the world from the Truman through the Johnson Administrations, including the Cold War, Berlin Airlift, Korean Conflict, space race, construction of Berlin Wall, Bay of Pigs, Cuban Missile Crisis, and Vietnam War.

PE/TE: The World is Divided, 384–391; Boom Years at Home, 394–403; Cold War Conflicts, 406–412

Alabama Extras: Unit 5

- **Identifying Alabama’s role in the Cold War**

Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker

PE/TE: For related information see Cold War Conflicts pages 406–412 and The Cold War Continues pages 428–435. Then and Now: South Korea, 408

Alabama Extras: Unit 5

- **Locating on a map areas of international conflict from 1945–1969**

PE/TE: Maps: North and South Korea, 407; Range of Soviet Nuclear Missiles, 411

E	G	H	PS
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12. Identify components of John F. Kennedy’s New Frontier and Lyndon B. Johnson’s Great Society.

Examples: New Frontier—Peace Corps, tax cuts, space program; Great Society—Medicare, Medicaid, War on Poverty, Job Corps, Head Start program, federal funding for education

PE/TE: Biography: John F. Kennedy, 413; John Kennedy, 410–411, 424, 431; Lyndon B. Johnson, 413, 424, 431, 432, 434

Alabama Extras: Unit 5

E	G	H	PS
		✓	✓

13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.
Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march

PE/TE: African Americans and Civil Rights, 418–426; Biography: Dr. Martin Luther King, Jr. 427

TE only: Analyze Different Viewpoints, 419; About the 1954 Supreme Court Ruling, 421; Compare Boycotts to Strike, 422; About King’s Beliefs in Nonviolent Protests, 423

E	G	H	PS
✓		✓	

14. Identify cultural and economic changes throughout the United States from 1960 to the present.
Examples: cultural—rock and roll, antiwar protests, counter-culture, hippies, fashion, cellular telephones, rise in single-parent families; economic—War on Poverty, Elementary and Secondary Education Act (ESEA), inflation, budget deficits

PE/TE: Years of Change, 438–444; The United States Today, 472–477, 480–484, 488–494

Alabama Extras: Unit 6

- Describing the impact of technological and social changes on the society of the United States from 1970 to the present

PE/TE: Years of Change, 438–444; The United States Today, 472–477, 480–484, 488–494

E	G	H	PS
✓	✓	✓	✓

15. Explain major political events from the Nixon administration to the present, including the Vietnam War; Watergate; the collapse of the Soviet Union; the Gulf War; the September 11, 2001, terrorist attacks; and the War on Terrorism.

PE/TE: Years of Change, 438–444; Changing World, Changing Roles, 446–453; Government of the People, 480–484; New Dangers, 502–508

- **Identifying important legislation created from the Nixon Administration to the present**
Examples: Clean Air Act, Environmental Protection Act, Endangered Species Act, Patriot Act, Americans with Disabilities Act

PE/TE: Years of Change, 438–444; The Fifty States, 472–477; Government of the People, 480–484

- **Describing the changing role of women and minorities in society from 1970 to the present**

PE/TE: Years of Change, 438–444; Government of the People, 480–484

- **Locating on a map sites of significant historical events occurring between 1970 and the present**

PE/TE: Map Skill: How States Voted on the ERA, 440; Map Skill: The End of Soviet Control, 449; Map: South Africa, 451; Map Adventure: Counting the Votes, 483; Map Skill: Iraq and Afghanistan, 506