A Correlation of

SCOTT FORESMAN
SOCIAL STUDIES

to the

Hawaii
Content and Performance Standards III
Grades K-6

PEARSON Scott Foresman
P/SS-8
Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using Scott Foresman Social Studies in meeting the Hawaii Content and Performance Standards III. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition contain facsimile Student Edition pages.

Scott Foresman is pleased to introduce 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.
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Topic: Chronological Thinking

Benchmark SS.K.1.1 Explain change and continuity over time, using calendars and simple timelines
127-130, 259-262, 305-308, 313-316, TR 17-TR 28

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE-
Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms

There are no benchmarks for this standard for this Grade/Course.

Strand: History

Standard 3: History: HISTORICAL CONTENT-
Understand people now and then, here and now (learning, living, working together)

Topic: Celebrations

Benchmark SS.K.3.1 Describe historically significant events and observances in American history
93-96, 263-266, 267-270
Strand: Political Science/Civics

Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION - Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Topic: Governance, Power, and Authority

Benchmark SS.K.4.1 Identify rules that apply in different settings and the results from complying or not complying with these rules
27-30, 35-38, 39-42, 81-84

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP - Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic: Rights and Responsibilities

Benchmark SS.K.5.1 Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings
27-30, 35-38, 39-42, 81-84

Topic: Civic Participation

Benchmark SS.K.5.2 Demonstrate ways to improve the quality of life in own school or community
35-38, 39-42, 81-84, 85-88, 225-229

Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY - Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Topic: Cultural Systems and Practices

Benchmark SS.K.6.1 Explain how and why people from different cultures observe different holidays/celebrations
93-97, 267-270, 309-312
**Strand: Geography**

**Standard 7:** Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

**Topic: Physical characteristics in Spatial Terms**

- **Benchmark SS.K.7.1** Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, cities)
  193-196, 197-200, 201-204, 205-208, 209-212, 213-216, 217-221, 222-224

- **Benchmark SS.K.7.2** Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions)
  31-34, 73-76

**Strand: Economics**

**Standard 8:** Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems

**Topic: Limited Resources and Choice**

- **Benchmark SS.K.8.1** Explain people's basic needs and how they fulfill them
  143-146, 147-150, 151-155, 156-158

**Topic: Role and Function of Markets**

- **Benchmark SS.K.8.2** Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer)
  131-134, 135-138, 139-142
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY - Understand change and/or continuity and cause and/or effect in history

Topic: Chronological Thinking

Benchmark SS.1.1.1 Distinguish temporal structures (i.e., beginning, middle, and end) in stories and historical narratives
92-93, 94-97, 146-147, 196-199, 202-205, 210-211

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE - Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms

Topic: Historical Inquiry

Benchmark SS.1.2.1 Use a variety of primary sources (e.g., artifacts, letters, photographs) to gain an understanding of historical events

Strand: History

Standard 3: History: HISTORICAL CONTENT - Understand children, people, and groups in time and place

Topic: A Child’s Place in History

Benchmark SS.1.3.1 Compare own life with those of children in history
Topic: Significant Events in American History

**Benchmark SS.1.3.2** Describe the lives of people who significantly impacted American history

Strand: Political Science/Civics

**Standard 4:** Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Topic: Governance, Power, and Authority

**Benchmark SS.1.4.1** Explain the purpose of rules
22-27, 70-71, 218-221

**Benchmark SS.1.4.2** Explain the difference between authority and power
Can be developed from: E14-E15, 22-25, 26-27, 70-71, 218-221

Topic: Principles and Values of Democracy

**Benchmark SS.1.4.3** Explain historical symbols of American nationalism
E12-E13, E16, 16, 208-211, 224-225

**Benchmark SS.1.4.4** Explain shared democratic values, including equality, common good, and individual rights

**Standard 5:** Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic: Rights and Responsibilities

**Benchmark SS.1.5.1** Identify rights and responsibilities of community leaders
E14-E15, 22-25, 26-27, 70-71, 218-221
Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-
Understand culture as a system of beliefs, knowledge, and practices shared by a group
and understand how cultural systems change over time

Topic: Cultural Systems and Practices

Benchmark SS.1.6.1 Describe ways in which own and other cultures express
cultural beliefs and practices through stories and/or legends
176-177, 266-267

Strand: Geography

Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations
to organize, analyze, and present information on people, places, and environments and
understand the nature and interaction of geographic regions and societies around the
world

Topic: Human and Physical Characteristics in Spatial Terms

Benchmark SS.1.7.1 Construct and use simple maps to represent physical and
human characteristics of a community
50-53, 54-55, 60-61, 74-77, 120-121, 154-155

Strand: Economics

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand
economic concepts and the characteristics of various economic systems

Topic: Limited Resources and Choice

Benchmark SS.1.8.1 Compare needs and wants
100-101

Topic: Economic Interdependence

Benchmark SS.1.8.2 Explain how people trade or use money to obtain goods
and services
104-105, 108-111

Topic: Role and Function of Markets

Benchmark SS.1.8.3 Define various goods (things that people need or want)
and services (jobs people perform that satisfy people’s needs or wants)
108-111
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Topic: Chronological Thinking

Benchmark SS.2.1.1 Construct timelines to sequence events
226-227, 240

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use
the tools and methods of inquiry, perspective, and empathy to explain historical events
with multiple interpretations and judge the past on its own terms

Topic: Historical Inquiry

Benchmark SS.2.2.1 Investigate the history of families using level-appropriate
primary sources (e.g., artifacts, photographs, interviews, documents)
Representative Pages: 22-23, 66-67, 90-91, 120-123, 188-189, 202-225, 230-233,
236-237, 264-267, 272-275

Strand: History

Standard 3: History: HISTORICAL CONTENT- Understand sharing and caring for
people and earth

Topic: Stewardship

Benchmark SS.2.3.1 Describe ways in which specific government agencies are
responsible for environmental issues and concerns
Can be developed from: 76-79, 82-85
Strand: Political Science/Civics

Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Topic: Governance, Power, and Authority

Benchmark SS.2.4.1 Describe the different ways people gain authority and the limits of such authority
Representative Pages: E14-E15, 8-11, 154-157, 160-163, 166-169, 170-171, 172-175, 176-177, 178-179, 180-183

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic: Rights and Responsibilities

Benchmark SS.2.5.1 Demonstrate own roles and responsibilities in caring for others and the environment
8-11, 76-79, 82-85, 154-157

Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Topic: Cultural Systems and practices

Benchmark SS.2.6.1 Describe ways in which own and other cultures express their cultural beliefs and practices through music and art

Strand: Geography

Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world
Topic: Human and Physical Characteristics in Spatial Terms

Benchmark SS.2.7.1 Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community

Benchmark SS.2.7.2 Describe the purpose and features of maps and globes
Representative Pages: 20-21, 46, 56-61, 93, 124-125, 144, 184-185, 192, 214-215, 239

Topic: Environment and Society

Benchmark SS.2.7.3 Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them
76-79, 82-85

Benchmark SS.2.7.4 Analyze and demonstrate ways to protect and preserve the local environment
76-79, 82-85, 88-89

Strand: Economics

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems

Topic: Limited Resources and Choice

Benchmark SS.2.8.1 Explain scarcity and its effects on daily life
Can be developed from: 104-107

Benchmark SS.2.8.2 Categorize resources as natural, capital, or human
76-79, 82-85

Topic: Economic Interdependence

Benchmark SS.2.8.3 Explain how people benefit from trade (the exchange of goods and services)
104-107, 120-123, 134-137, 138-139
Topic: Role and Function of Markets

Benchmark SS.2.8.4 Compare the roles of buyers and sellers and explain how they depend upon each other
104-107, 120-123, 134-137, 138-139

Topic: Role of Government

Benchmark SS.2.8.5 Explain the responsibility of the government to provide goods and services
112-115
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Topic: Causes and Effects In History

Benchmark SS.3.1.1 Explain cause and effect relationships in stories and
historical narratives
Representative Pages: 93-94, 161-162, 204-205, 208-209, 219-220, 238-239, 274-
275, 310-311, 329, 370

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use
the tools and methods of inquiry, perspective, and empathy to explain historical events
with multiple interpretations and judge the past on its own terms

Topic: Historical Inquiry

Benchmark SS.3.2.1 Investigate the history of communities over time using
level-appropriate primary sources (e.g., maps, photos, oral histories, letters, and newspapers)
Representative Pages: H4-H5, 60-61, 82-89, 94, 124-125, 128-129, 216-219, 228-
229, 296-297, 344-345

Topic: Historical Perspectives and Interpretations

Benchmark SS.3.2.2 Analyze varying perspectives of an experience or event
based on the differing viewpoints of the teller, listener, and/or the participants
228-229, 238-239, 362-363, 381, 396
Strand: History

Standard 3: History: HISTORICAL CONTENT-Understand change, cause and effect, and continuity in history and contemporary life

Topic: Community Life Past and Present

Benchmark SS.3.3.1 Analyze issues and concerns of own community and those of a similar community in the past
26-29, 179, 208-209

Strand: Political Science/Civics

Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Topic: Governance, Power, and Authority

Benchmark SS.3.4.1 Explain the purpose of rules and laws and the differences between them
370-371, 376-379, 398-401

Benchmark SS.3.4.2 Describe ways in which people exercise power without authority
Can be developed from: 376-379, 398-401

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic: Rights and Responsibilities

Benchmark SS.3.5.1 Describe roles and rights of citizenship and demonstrate responsibilities of citizenship
Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-
Understand culture as a system of beliefs, knowledge, and practices shared by a group
and understand how cultural systems change over time

Topic: Cultural Diversity and Unity

Benchmark SS.3.6.1 Explain that different cultures have unique values, beliefs,
and practices
Representative Pages: 26-31, 78-81, 84-95, 104-109, 112-113, 124-125, 214-221,
224-227, 230-235, 358-361

Topic: Cultural Inquiry

Benchmark SS.3.6.2 Make informed judgments about cultures based on
evidence from cultural artifacts
Representative Pages: H4-H5, 60-61, 82-89, 94, 124-125, 128-129, 216-219, 228-
229, 296-297, 344-345

Topic: Cultural Dynamics/Change and Continuity

Benchmark SS.3.6.3 Explain how cultural elements (e.g., language, art, music,
stories, legends, and traditions) can change over time and explain possible
reasons for that change
Representative Pages: E10-E11, 78-81, 84-95, 104-109, 112-113, 120-123, 242-
247, 250-255, 258-263, 266-269

Strand: Geography

Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations
to organize, analyze, and present information on people, places, and environments and
understand the nature and interaction of geographic regions and societies around the
world

Topic: Human and Physical Characteristics in Spatial Terms

Benchmark SS.3.7.1 Use geographic representations (e.g., maps, globes,
graphs, charts, models) to organize and analyze geographic information
Representative Pages: H12-H20, 32-33, 51, 88, 98-99, 110-111, 158-159, 174, 222-
223, 388-389
Topic: Places and Regions

Benchmark SS.3.7.2 Compare the physical and human characteristics of different communities and regions
Representative Pages: 28-23, 26-29, 38-45, 48-53, 142-147, 150-155, 172-175, 178-183, 186-189, 224-227

Benchmark SS.3.7.3 Describe the physical and human characteristics that make different regions unique

Topic: Environment and Society

Benchmark SS.3.7.4 Examine the ways in which people modify the physical environment and the effects of these changes

Topic: Human Systems

Benchmark SS.3.7.5 Examine the economic and geographic factors that influence why people migrate and where they settle
74-77, 84-89, 90-95

Strand: Economics

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems

Topic: Limited Resources and Choice

Benchmark SS.3.8.1 Explain that opportunity cost is the best alternative given up when making a choice
300-303, 304-305

Benchmark SS.3.8.2 Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants
306-311, 318-323, 328-333

Topic: Economic Interdependence

Benchmark SS.3.8.3 Describe how money makes it easy to trade goods and services
296-297, 334-339
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Topic: Historical Change and Continuity

Benchmark SS.4.1.1 Describe both change and continuity of aspects of 
Hawaiian culture (including religion, land use, and social systems) 
E14-E15

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use 
the tools and methods of inquiry, perspective, and empathy to explain historical events 
with multiple interpretations and judge the past on its own terms

Topic: Historical Perspectives and Interpretations

Benchmark SS.4.2.1 Categorize sources of information as primary or 
secondary and as providing historical fact or opinion 
H4-H5, 208-209, 217, 221, 330-331, 353, 357

Strand: History

Standard 3: History: PRE-CONTACT HAWAII HISTORY-Understand the people, 
events, problems, and ideas that were significant in pre-contact Hawaiian history

Topic: Early Hawaiian Society

Benchmark SS.4.3.1 Explain the origins and culture of early Hawaiians 
Can be developed from:  R42-R44

Benchmark SS.4.3.2 Explain the history of Hawaii’s early economy 
Can be developed from:  384-388, 406, R40-41
Benchmark SS.4.3.3 Describe the cultural contributions of different groups to the development of Hawaii
Can be developed from: R42-R44

**Topic: Exploration, Migration, and Settlement**

Benchmark SS.4.3.4 Describe the theories of early migrations from parts of Polynesia to Hawaii, including migration myths and legends
Can be developed from: R42-R43

Benchmark SS.4.3.5 Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like
Can be developed from: R42-R43

Benchmark SS.4.3.6 Illustrate patterns and changes in population in Hawaii over a period of time
Can be developed from: R36, R42-R43

Benchmark SS.4.3.7 Describe the interactions (including economic exchanges and wars) among different cultural and ethnic groups in early Hawaii
Can be developed from: R42-R43

**Topic: Hawaiian State Government**

Benchmark SS.4.3.8 Explain the evolution of Hawaii state government
E14-E15

**Topic: Events in Hawaiian History**

Benchmark SS.4.3.9 Place key events in pre-contact Hawaiian history in chronological order (including volcanic origins, migrations, and Captain Cook’s arrival)
Can be developed from: R42-R43

Benchmark SS.4.3.10 Describe how significant people, including those of legend (including Papa and Wakea, Pele, and Pa'ao) affected pre-contact Hawaii
Can be developed from: R42-R44
Strand: Political Science/Civics

Standard 4: Political Science/Civics: GOVERNANCE AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives

Topic: Governance, Power, and Authority

Benchmark SS.4.4.1 Evaluate the kapu system in the context of the time
Can be developed from: E14-E15

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand roles, rights (personal, economic, political), and responsibilities of the Ali‘i, Kahuna, Makaʻainana and Kaua classes and how they participated in civic life

Topic: Civic Participation

Benchmark SS.4.5.1 Describe the roles, rights, and responsibilities of each class in pre-contact Hawaii
Can be developed from: E14-E15

Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY- Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Topic: Cultural Systems and Practices

Benchmark SS.4.6.1 Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture

Topic: Cultural Dynamics/Change and Continuity

Benchmark SS.4.6.2 Describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a
Can be developed from: 81-82
Benchmark SS.4.6.3 Describe the changes in Hawaiian culture through contact with Westerners
Can be developed from: R42-R43

Strand: Geography

Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

Topic: Places and Regions

Benchmark SS.4.7.1 Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses
22, 368-375, 382-383, R36-R39

Topic: World In Spatial Terms

Benchmark SS.4.7.2 Collect, organize, and analyze data to interpret and construct geographic representations
Representative Pages: H12-H22, 24-25, 54-55, 86-87, 144, 170-171, 279, 341, 401, 408-409

Topic: Environment and Society

Benchmark SS.4.7.3 Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations (including lo'i kalo and loko i'a)
Can be developed from: 368-375

Strand: Economics

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems

Topic: Economic Interdependence

Benchmark SS.4.8.1 Describe the economic interdependence among those living in the ‘ahupua’a
Can be developed from: R41
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history

Topic: Chronological Thinking

Benchmark SS.5.1.1 Use chronological order to explain causal relationships between and among people and events

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms

Topic: Historical Perspectives and Interpretations

Benchmark SS.5.2.1 Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view"
BUILDING A NATION: 222-223, 310-311, 368-369, 468-469
THE UNITED STATES: 222-223, 310-311, 368-369, 468-469, 576-577

Topic: Historical Empathy

Benchmark SS.5.2.2 Judge the past in the context of the time instead of imposing present norms and values on historical events
BUILDING A NATION: Can be developed from:  H4-H5
THE UNITED STATES:  Can be developed from:  H4-H5
Strand: History

Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution

Topic: Exploration, Migration, and Settlement

Benchmark SS.5.3.1 Identify what Europeans sought (e.g., route to Asia) and what they found (e.g., new crops) during the Age of Exploration
BUILDING A NATION: 110-115, 134-139
THE UNITED STATES: 110-115, 134-139

Benchmark SS.5.3.2 Examine the interactions between Europeans and Native Americans in North America

Benchmark SS.5.3.3 Describe the hardships experienced by European settlers in colonial America

Topic: Colonial American Society

Benchmark SS.5.3.4 Describe how religion and economics influenced the settling of New England and the southern regions of British North America
BUILDING A NATION: 168-173, 174-175, 176-182
THE UNITED STATES: 168-173, 174-175, 176-182

Benchmark SS.5.3.5 Describe the major features of the economies of New England (i.e., manufacturing), the mid-Atlantic colonies (i.e., trade), and southern regions (i.e., farming) of British North America and explain their relationship to geographic features
BUILDING A NATION: 176-182, 202-207, 210-214
THE UNITED STATES: 176-182, 202-207, 210-214
Benchmark SS.5.3.6 Explain how colonial America solved its labor shortage problem with indentured servants and African slaves
BUILDING A NATION: 202-207, 224-227
THE UNITED STATES: 202-207, 224-227

Benchmark SS.5.3.7 Illustrate the movement of African slaves to the Americas and their role in the Triangular Trade
BUILDING A NATION: 206-207, 224-227
THE UNITED STATES: 206-207, 224-227

Benchmark SS.5.3.8 Describe conflicts between Europeans and Native Americans (i.e., King Philip's War), among colonists, (i.e., Bacon's Rebellion), and between European powers (i.e., the French and Indian War)
BUILDING A NATION: 246-251
THE UNITED STATES: 246-251

Benchmark SS.5.3.9 Describe the role of Puritans and Quakers in shaping colonial society
BUILDING A NATION: 168-173, 176-182
THE UNITED STATES: 168-173, 176-182

Benchmark SS.5.3.10 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution
BUILDING A NATION: 268-273, 276-282, 286-291
THE UNITED STATES: 268-273, 276-282, 286-291

Topic: Revolutionary War

Benchmark SS.5.3.11 Define the major ideas (i.e., natural rights, government by the consent of the governed, and "all men are created equal") stated in the Declaration of Independence and explain why they were included
BUILDING A NATION: 296-300, R26-R29
THE UNITED STATES: 296-300, R26-R29

Benchmark SS.5.3.12 Describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures
THE UNITED STATES: 286-291, 296-300, 302-307, 314-319
Strand: Political Science/Civics

Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Topic American Democracy

Benchmark SS.5.4.1 Explain how colonial governments were based on key principles underlying American democracy (including social contract, majority rule, and equality of opportunity)
BUILDING A NATION: 156-162, 164-167, 168-173
THE UNITED STATES: 156-162, 164-167, 168-173

Benchmark SS.5.4.2 Explain how participation in American democracy has changed since the 18th century
BUILDING A NATION: 516-521
THE UNITED STATES: 516-521, 602-605, 642-644, 645, 646-648

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

There are no benchmarks for this standard for this Grade/Course.

Strand: Cultural Anthropology

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Topic: Cultural Inquiry

Benchmark SS.5.6.1 Compare the views of Native Americans and Europeans regarding the relationship between humans and the land
Strand: Geography

Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world.

Topic: Human Systems

Benchmark SS.5.7.1 Explain how the Revolutionary War caused the movement of people
BUILDING A NATION: Can be developed from: 286-291, 302-308, 314-319
THE UNITED STATES: Can be developed from: 286-291, 302-308, 314-319

Strand: Economics

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems.

Topic: Limited Resources and Choice

Benchmark SS.5.8.1 Explain the opportunity costs considered by the settlers before moving to the colonies
BUILDING A NATION: 156-162, 164-167, 168-173, 176-182
THE UNITED STATES: 156-162, 164-167, 168173, 176-182

Topic: Role of Government

Benchmark SS.5.8.2 Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe why the American colonists were dissatisfied with the colonial system of taxation
BUILDING A NATION: 268-273
THE UNITED STATES: 268-273
Strand: Historical Understanding

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Topic: Causes And Effects in History

Benchmark SS.6.1.1 Define causal relationships in historical chronologies

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use
the tools and methods of inquiry, perspective, and empathy to explain historical events
with multiple interpretations and judge the past on its own terms

Topic: Historical Inquiry

Benchmark SS.6.2.1 Frame and answer questions through historical research

Topic: Historical Empathy

Benchmark SS.6.2.2 Explain the past on its own terms; not judging it solely by
present-day norms and values
Can be developed from: H4-H5

Strand: History

Standard 3: History: WORLD CULTURES/HISTORY- Understand important historical
events from ancient times through the Renaissance

Topic: Ancient Societies, 3000 B.C.E. to 500 B.C.E.

Benchmark SS.6.3.1 Examine written and physical evidence from ancient
societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River
Valley
Representative Pages: 34-43, 48-50, 78-81, 84-87, 92-95, 100-103, 106-112, 114-
117, 122-127, 128-134
Benchmark SS.6.3.2 Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies
162-165, 168-173, 174-180, 186-189, 196-201

Topic: Classical Societies, 500 B.C.E to 500 C.E

Benchmark SS.6.3.3 Compare classical societies, including China during the reign of Han Wudi; Maurya India under Ashoka; Greek city-states under Pericles; and the Roman Empire under Augustus
106-112, 128-134, 252-256, 257, 288-292

Benchmark SS.6.3.4 Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam

Topic: Post-Classical Societies, 500 C.E to 1500 C.E.

Benchmark SS.6.3.5 Compare post-classical societies, including China at the time of Tang Taizong, the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne, and the Mali Empire at the time of Mansa Musa
350-355, 374-378, 396-398, 399

Benchmark SS.6.3.6 Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies
350-355, 374-378, 406-411, 438-442

Benchmark SS.6.3.7 Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He
350-355

Benchmark SS.6.3.8 Explain the impact of the Renaissance and the European voyages of exploration
430-437, 438-442, 444-449
**Strand: Political Science/Civics**

**Standard 4:** Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives

**Topic: Foundations of Democracy**

Benchmark SS.6.4.1 Identify the foundations of democracy in classical Greece and Rome
252-256, 260-264, 282-287, 288-292

**Standard 5:** Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

*There are no benchmarks for this standard for this Grade/Course.*

**Strand: Cultural Anthropology**

**Standard 6:** Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

**Topic: Cultural Systems and Practices**

Benchmark SS.6.6.1 Examine the ways in which different cultures have influenced families and communities

**Topic: Cultural Dynamics/Change And Continuity**

Benchmark SS.6.6.2 Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)
Can be developed from: 654-657
**Strand: Geography**

**Standard 7:** Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

**Topic: Places and Regions**

Benchmark SS.6.7.1 Describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys
34-39, 40-43, 78-81, 84-90

**Topic: Human Systems**

Benchmark SS.6.7.2 Describe the impact of printing, the compass, and gunpowder in China and Europe
350-355, 406-411, 430-437

Benchmark SS.6.7.3 Analyze patterns of cultural encounters and exchanges and assess their impact on societies
Representative Pages: 54-59, 92-95, 140-143, 174-180, 196-201, 266-269, 334-338, 374-378, 406-411, 444-449

**Strand: Economics**

**Standard 8:** Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems

**Topic: Limited Resources and Choice**

Benchmark SS.6.8.1 Explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes and the impact of these exchanges
374-378

Benchmark SS.6.8.2 Describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages
Can be developed from: 440

Benchmark SS.6.8.3 Explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500
346-349, 350-355, 406-411