

A Correlation of

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

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to the

**Oregon Social Sciences
Content Standards
and
Career-Related Learning Standards
Grades K-6**



P/SS-1

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the objectives of the Oregon Social Sciences Standards adopted 2002. Correlation page references are to the Teacher's Edition, which contains facsimile Student Edition pages.

Social Science is not a required area of testing in Oregon. Assessment is optional based on a per district decision.

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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SOCIAL SCIENCES

The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between past, present, and future.

CIVICS AND GOVERNMENT: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	<p>K: 93–97, 215, 243, 251-254, 263–270, 280-282, 309–312</p> <p>1: H6–H7, H8–H9, 208a—211a, 212a–217a, 224–225</p> <p>2: E16, H6–H7, H8–H9, 90, 172–179, 180–183, 187, 188–189, 219, 244–245, 256–259</p> <p>3: Patriotic Symbols and Heroes, 66–67, 85, 104–109, 112–113, 114–115, 120–123, 350-351, 360, 367–368, 369, 370–371, 373, 374–375</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.		K: Rules, 92–93, Government, 269 1: 70a–73a, 218a–223a 2: 154a–159a, 160a–165a, 166a–171a 3: Government 354–355, 360–361, 366–368, 370–371, 384–387, 390–395, 398–401
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.		K: See pages 82–83 and 88. 1: 70a–73a, 218a–223a, 216–217 2: 166a–171a, 172a–179a 3: 354–355, 366–368, 370–371, 374–375
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify rights that people have in their communities.	K: 35–38, 39–42, 81–84 1: H2–H3, H4–H5, 70a–73a, 218a–223a 2: 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 3: Rights and Responsibilities, 360–361, 362–363, 366–368, 370–371, 374–375, 376–379, 380–381; Voting, 394–395; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
<p>Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).</p>	<p>Understand the participatory obligations of U.S. citizens.</p>	<p>Identify ways that people can participate in their communities and the responsibilities of participation.</p>	<p>K: 225–228, 267–270</p> <p>1: H2–H3, H4–H5, 70a–73a, 170a–175a, 212a–217a, 218a–223a; Citizen Heroes, 18, 68, 112, 160, 222, 244</p> <p>2: Citizenship Skills, H2–H9, Voting, 11, 82a–89a, 172–179, 154–157, 158–159; Citizen Heroes, 12, 110, 158, 206, 254; TE only: Citizenship, 4, 12, 29, 75, 89, 98, 105, 117, 183, 211</p> <p>3: Citizenship, 370–371, 374–375, 376–379, 390–393; Voting, 394–395; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229; TE only: Citizenship, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378</p>
<p>Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.</p>	<p>Understand how individuals, groups, and international organizations influence government.</p>		<p>K: 82–83, 88, 87, 225–228</p> <p>1: H2–H3, H4–H5, 218A–223A, Citizen Heroes, 18, 68, 112, 160, 222, 244</p> <p>2: Citizenship Skills, H2–H9, Voting, 11, 82a–89a, 172–179, 154–157, 158–159; Citizen Heroes, 12, 110, 158, 206, 254</p> <p>3: Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Government, 366–371, 376–379, 390–395, 398–401</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	Distinguish local and world issues.	<p>K: 72, 88, 96, 225–228, 305</p> <p>1: 170–175, 218–223</p> <p>2: 82a–89a, 172a–179a, 194–195; Citizen Heroes, 12, 110, 158, 206, 254; Solve a Problem, 14; Make a Decision, 108</p> <p>3: Issues and Viewpoints, 166–167, 228–229; A World of Trade, 334–339; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p>
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.		<p>K: Government, 269; Rules, 82–83</p> <p>1: 70a–73a, 202a–207a, 218a–223a</p> <p>2: 154a–159a, 160a–165a, 166a–171a</p> <p>3: Governments, 352–353, 354–355, 358–361, 362–363, 366–371, 372–373, 376–379, 384–387, 390–395, 398–401</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Analyze the concepts of political power, authority, conflict, and conflict management.			<p>K: 27–30, 35–38, 39–42, 43–47, 81–84, 89–92</p> <p>1: H2–H5, H4–H5, 70a–73a, 202a–207a, 218a–223a; Citizen Heroes, 18, 68, 112, 160, 222, 244</p> <p>2: H2–H9, 154a–159a, 160a–165a, 166a–171a, 172a–179a, 180a–187a; Citizen Heroes, 12, 110, 158, 206, 254</p> <p>3: 352–353, 354–355, 358–361, 362–363, 366–371, 374–375, 376–379, 390–395, 398–401; Issues and Viewpoints, 166–167, 228–229</p>

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	Understand that limited resources make economic choice necessary.	K: 135–138, 139–142 1: 100a–103a, 104a–107a, 156a–163a, 170a–175a 2: 104a–111a, 120a–125a, 126a–133a 3: 290–295, 300–303, 304–305, 306–308, 314–315
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.		K: 135–138, 139–142 1: 100a–103a, 104a–107a 2: 104a–111a, 126a–133a, 138–139 3: 290–295, 300–303, 304–305, 306–308, 314–315, 318–323, 328–330, 334–339
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.		K: See needs pages 143–146, 147–150, 151–154, 155–158. 1: 100a–103a, 104a–107a 2: 104a–111a, 120a–125a, 134a–139a 3: A Community Business, 306–311; A World of Trade, 334–339

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.		K: For related information see pages 112–113, 123–126, and 132–134. 1: 94a–99a, 100a–103a, 104a–107a, 108a–115a, 116a–123a, 238a–241a 2: 104a–111a, 126a–133a, 138–139 3: History of Money, 296–297; A Community Business, 306–311
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.	Understand the role of government and institutions in an economy.		K: Community Helpers, 85–88 1: 104a–107a 2: 112a–119a, 126a–133a, 160a–165a 3: 286–287, 290–295, 306–308, 321, 328–333, 334–339, 384–387
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.		K: From Here to There, 159–163 1: 232–233, 234–235, 258–261 2: 101, 134a–139a, 142 3: Trade, 334–339, 340–341
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.		K: 131–134, 135–138 1: 104–105, 106–107, 228 2: 102, 104–107, 126–129, 178 3: Money, 220, 287, Earning, Spending, and Saving, 290–295; History of Money, 296–297

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	K: 123–126, 127–130, 131–134, 135–138 1: 94a–99a, 100a–103a, 104a–107a, 108a–115a 2: 98–99, 104a–111a, 126a–133a 3: 290–295, 300–303

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	View and draw simple maps and pictures to locate, describe, and show movement among places.	<p>K: Maps, 34, 73-76, 209-212, 213-216, 217-220, 221-224; Make Maps, 76, 209, 212</p> <p>1: Map Handbook, H16–H26; Map and Globe Skills, 54, 60, 120, 154, 200; Maps, 11, 18, 28, 33, 51, 68, 73, 75, 76, 79, 106, 112, 115, 123, 144, 145, 155, 160, 163, 169, 174, 190, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8; Making Maps, 55, 61, 121, 179</p> <p>2: Map Handbook, H16–H26; Map and Globe Skills, 20, 60, 124, 184, 214; 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</p> <p>3: Map Handbook, H11–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</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	Understand the purpose of maps, globes, and other geographic tools.	<p>K: Maps, 34, 73-76, 209-212, 213-216, 217-220, 221-224</p> <p>1: Map Handbook, H16-H26; Map and Globe Skills, 54, 60, 120, 154, 200; Maps, 11, 18, 28, 33, 51, 68, 73, 75, 76, 79, 106, 112, 115, 123, 144, 145, 155, 160, 163, 169, 174, 190, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8</p> <p>2: Map Handbook, H16-H26; Map and Globe Skills, 20, 60, 124, 184, 214; 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</p> <p>3: Map Handbook, H11-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</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Identify major physical features and describe how they are represented on maps, globes, and other tools.	<p>K: 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 17–220</p> <p>1: Map Handbook, H16–H26; Map and Globe Skills, 54, 60, 120, 154, 200; Maps, 11, 18, 28, 33, 51, 68, 73, 75, 76, 79, 106, 112, 115, 123, 144, 145, 155, 160, 163, 169, 174, 190, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8</p> <p>2: Map Handbook, H16–H26; Map and Globe Skills, 20, 60, 124, 184, 214; 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</p> <p>3: 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</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify physical characteristics of places and compare them.	K: 69–72, 73–76, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208 1: 142a–149a, 150a–155a, 156a–163a 2: 22–23, 24a–29a, 62a–67a 3: 38–41, 42–45, 48–53, 172–175, 178–181, 182–183, 186–189, 192–193
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.			K: 23–26, 69–72, 89–92, 93–97 1: 50a–55a, 150a–155a, 156a–163a 2: H17, 16a–23a, 24a–29a, 30a–35a, 36a–41a, 62a–67a, 76a–85a 3: 38–41, 42–45, 48–53, 104–113, 114–117, 120–123, 208–211, 214–219, 224–227, 230–235
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.		K: 259–262, 271–174, 325–328 1: 68–69, 124a–127a, 238a–241a, 252a–257a 2: 16a–23a, 24a–29a, 134a–139a, 208–209, 210a–215a, 222a–229a 3: 72–73, 74–77, 78–79, 82–83, 84–89, 90–95, 100–101

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Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.		K: 255–258, 259–262, 325–328 1: 56a–61a, 74a–79a, 124a–127a, 196a–201a 2: 16a–23a, 24a–29a, 134a–139a, 208–209, 210a–215a, 222a–229a 3: 42–45, 48–50, 72–73, 74–77, 78–79, 82–83, 84–89, 90–95, 100–101
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how peoples’ lives are affected by the physical environment.	K: 155–158, 185–188, 189–192 1: 116a–123a, 156a–163a, 164a–169a, 170a–175a 2: 8–11, 16–19, 62–65, 68–71, 76–79, 82–85, 86–87, 202–205 3: 142–147, 148–149, 154–155, 172–175, 178–181, 182–183, 186–189, 192–193
	Understand how physical characteristics in the environment and changes in the environment affect human activities.		K: 185–188, 189–192 1: 150a–155a, 156a–163a, 164a–169a, 170a–175a 2: 62a–67a, 68a–69 3: 138–139, 182–183, 142–147, 150–155, 158–159, 168–169, Different Communities, 172–175, 178–181, 182–183, 186–189

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Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.			K: 225–228, 255–258, 259–262 1: 156a–163a, 170a–175a, 196a–201a 2: 62a–67a, 76a–81a, 82a–89a 3: Environment, 142–147; Communities and Resources, 160–165, 166–167, 180–181, 318–323, 329, 330–331
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HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

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<p>HISTORICAL SKILLS</p> <p>Interpret and reconstruct chronological relationships.</p>	<p>Understand, represent, and interpret chronological relationships in history.</p>	<p>Understand calendar time sequences and chronological sequences within narratives.</p>	<p>K: Calendar, 262; Timelines, 130, 273, 313; Sequence, 48, 246, 273, 277, 281</p> <p>1: Read a Calendar, 20–21, 21a, 40; Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253</p> <p>2: Holiday Calendar, 287; Read a Time Line, 226–227; Time Lines, 240, 256–257; TE only: Sequence, 107, 120, 121, 122, 172, 173, 200, 201, 202, 226, 230, 239, 256, 269</p> <p>3: Time Lines, 248–249, 275, 339; Sequence, 286–287; TE only: 237, 271, 286, 290, 291, 292, 294, 295, 305, 318, 323, 328, 330, 333</p>
<p>Analyze cause and effect relationships, including multiple causalities.</p>	<p>Identify and analyze cause and effect relationships in history.</p>		<p>K: 180, 187, 190, 191, 195, 199, 218, 226, 227, 231</p> <p>1: 11, 18, 23, 33, 35, 63, 70, 115, 123, 158, 163, 171, 251</p> <p>2: 54–55; TE only: 11, 29, 54, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 108, 110, 111, 135, 156, 162, 167, 168, 171, 179, 182, 183, 204, 211, 216, 221, 224</p>

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Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		<p>K: Timelines, 130, 273, 313; Sequence, 48, 246, 273, 277, 281; Cause and Effect, 180, 187, 190, 191, 195, 199, 218, 226, 227, 231</p> <p>1: Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; Cause and Effect, 11, 18, 23, 33, 35, 63, 70, 115, 123, 158, 163, 171, 251; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164, 166, 252</p> <p>2: Read a Time Line, 226–227; Time Lines, 240, 256–257; Then and Now, 22–23, 66–67, 138–139, 228–229; TE only: Cause and Effect, 11, 29, 54, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 108, 110, 111, 135, 156, 162, 167, 168, 171, 179, 182, 183, 204, 211, 216, 221, 224</p> <p>3: Time Lines, 248–249, 275, 339; Sequence, 286–287; Then and Now, 44, 154, 331, 360; Trade, 336–337; TE only: 237, 271, 286, 290, 291, 292, 294, 295, 305, 318, 323, 328, 330, 333</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies (Grade 3)
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.		<p>K: 127–130, 255–258, 259–262, 263–266, 271–274, 275–278, 313–317</p> <p>1: 190a–195a, 196a–201a, 202a–211a, 212a–217a; Then and Now, 34, 56, 102, 210</p> <p>2: 202a–209a, 210a–215a, 216a–221a, 22a–229a, 230a–235a, 264a–271a; Then and Now, 22–23, 66–67, 138–139, 228–229</p> <p>3: Communities and Their Histories, 208–211, 214–219, 220–221, 224–227, 230–235, 358–359, 360–361, 366–358; Technology Changes, 242–247, 250–255, 266–269; Fact File, 87, 262, 337, 392</p>
Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).			<p>K: 127–130, 255–258, 259–262, 263–266, 271–274, 275–278, 313–317</p> <p>1: 190a–195a, 196a–201a, 202a–211a, 212a–217a</p> <p>2: 202a–209a, 210a–215a, 216a–221a, 22a–229a, 230a–235a, 250a–255a, 264a–271a, 272a–277a; Then and Now, 22–23, 66–67, 138–139, 228–229</p> <p>3: 104–109, 112–113, 114–115, 120–123, 126–127, 208–211, 214–219, 220–221, 224–227, 230–235, 358–359, 360–351, 366–358</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
<p>WORLD HISTORY</p> <p>Understand and interpret events, issues, and developments within and across eras of world history.</p>	<p>Understand the importance and lasting influence of issues, events, people, and developments in world history.</p>		<p>K: 259–262</p> <p>1: 196a–201a</p> <p>2: 36a–41a, 116–117, 186–187, 270–271, 272a–277a</p> <p>3: 84–89, 90–95, 208–211, 214–219, 220–221, 224–227, 230–235, 358–359, 360–361, 366–358, 372–373, 374–375, 406–407</p>
<p>U.S. HISTORY</p> <p>Understand and interpret events, issues, and developments within and across eras of U.S. history.</p>	<p>Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</p>		<p>K: 251–254, 255–258, 259–262, 263–266, 267–270, 271–274, 275–279</p> <p>1: 190a–195a, 196a–201a, 202a–211a, 212a–217a, 242a–245a, 246a–251a, 252a–257a; Then and Now, 34, 56, 102, 210</p> <p>2: 34–35, 74–75, 86–87, 170–171, 176–177, 202a–209a, 210a–215a, 216a–221a, 22a–229a, 230a–235a, 264a–271a</p> <p>3: 208–211, 214–219, 224–227, 230–235, 242–247, 250, 255, 258–263, 266–269, 366–368; Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402; Colonial Williamsburg, 264, 374</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
<p>STATE & LOCAL HISTORY</p> <p>Understand and interpret the history of the state of Oregon.</p>	<p>Understand and interpret events, issues, and developments in Oregon history.</p>		<p>K: See Neighborhoods, 69–72; Communities, 89–92.</p> <p>1: 50a–55a, 56a–61a</p> <p>2: 8a–15a, 16a–23a, 24a–29a, 160a–165, 250a–255a</p> <p>3: 242, 245; Astoria, 5, 8, 9, 18–20; Portland, 285, 328, 330</p>
<p>Understand and interpret events, issues, and developments in the history of one’s family, local community, and culture.</p>	<p>Understand and interpret events, issues, and developments in local history.</p>	<p>Understand events from local history.</p>	<p>K: 69–72, 89–92, 93–97</p> <p>1: 50a–55a, 56a–61a</p> <p>2: 8a–15a, 16a–23a, 24a–29a, 250a–255a</p> <p>3: Local Communities, 5–7, 8–9, 10–15, 18–23, 38–39, 42–43, 48–50; Portland, 285, 328, 330; Citizen Heroes, 16–17, 190–191, 256–257, 298–299, 396–397</p>

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Identify an issue or problem that can be studied.	<p>K: 72, 88, 96, 225–228; Solving Problems, 39–42; Decision Making, 10, 37, 153</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269; Citizen Heroes, 18, 112, 160, 244</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14; Make a Decision, 108; Citizen Heroes, 12, 110, 158, 206, 254</p> <p>3: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p>
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather information relating to an issue or problem.	<p>K: 72, 88, 96, 225–228; Solving Problems, 39–42; Decision Making, 10, 37, 153</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269; Citizen Heroes, 18, 112, 160, 244</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14; Make a Decision, 108; Citizen Heroes, 12, 110, 158, 206, 254</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
(continued)			3: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	<p>K: 72, 88, 96, 225–228; Solving Problems, 39–42; Decision Making, 10, 37, 153</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269; Citizen Heroes, 18, 112, 160, 244</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279; Citizen Heroes, 12, 110, 158, 206, 254</p> <p>3: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p>

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Scott Foresman Social Studies
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify how people or other living things might be affected by an event, issue, or problem.	<p>K: 72, 88, 96, 225–228; Solving Problems, 39–42; Decision Making, 10, 37, 153</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269; Citizen Heroes, 18, 112, 160, 244</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279; Citizen Heroes, 12, 110, 158, 206, 254; Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p>
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Identify possible options or responses; then make a choice or express an opinion.	<p>K: 72, 88, 96, 225–228; Solving Problems, 39–42; Decision Making, 10, 37, 153; Getting Along, 27–30</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269; Citizen Heroes, 18, 112, 160, 244</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279; Citizen Heroes, 12, 110, 158, 206, 254</p> <p>3: Issues and Viewpoints, 166–167, 228–229</p>

Scott Foresman Social Studies
Kindergarten *Here We Go*
Grade 1 *All Together*
Grade 2 *People and Places*
Grade 3 *Communities*
To the
Oregon Career-Related Learning Standards

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experience. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria are being developed for local assessment of the CRLS for the CAM. See the Department's web site for more information (www.ode.state.or.us/cimcam/pdf/cam-asmt-project-draft-nov02.pdf). The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document is available on the Department's web site at www.ode.state.or.us/opte/cam/crls.pdf.

Standard	Criteria	Scott Foresman Social Studies
PERSONAL MANAGEMENT		
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks.	<p>K: Working and Playing Together, 27; Helping Hands, 30; Working Together, 38; Class Job Chart, 42; Be A Good Neighbor, 72; Create a Job Chart, 122; Helping Out, 122</p> <p>1: Special Things We Do, 62a–69a, Work Day, 128–129; Jobs in Your Community, 134; Caring For Our Resources, 170a–175a</p> <p>2: Caring for Our Resources, 82a–89a; Voting for Leaders, 172a–179a; Get Out the Vote, 194–195; Citizen Heroes, 12, 88, 110, 158, 206, 254</p> <p>3: Issues and Viewpoints, 166–167, 228–229; Citizen Heroes, 16, 82, 190, 256, 298, 396</p>

Standard	Criteria	Scott Foresman Social Studies
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	<p>K: Hands-On Activities, 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 88, 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, 308, 312, 316, 320, 324, 328</p> <p>1: Hands-On Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 241a, 245a, 251a, 257a, 265a</p> <p>2: Hands-On Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 235a, 255a, 271a, 277a, 283a; Unit Project, 48, 96, 146, 194, 242, 290</p> <p>3: Hands-On Unit Project, 1, 59, 64, 65, 101, 127, 132, 133, 169, 193, 198, 199, 239, 275, 280, 281, 315, 343, 348, 349, 381, 405, 410</p>
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153; Getting Along, 27–30</p> <p>1: 170a–175a, 218a–223a; Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: 82a–89a, 172a–179a, 194–195; Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>

Standard	Criteria	Scott Foresman Social Studies
	Maintain regular attendance and be on time.	<p>K: For related information see School Rules pages 35–38.</p> <p>1: For related information see Rules We Follow pages 22–25 and Ben’s Jobs pages 94–97.</p> <p>2: For related information see Services in Our Community pages 112–115.</p> <p>3: For related information see A Community Business pages 306–311.</p>
	Maintain appropriate interactions with colleagues.	<p>K: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42, 149, 226, 228; Rules, 81–84; Family Celebrations, 309–312</p> <p>1: Getting to Know Andrew, 8a–13a; Home and School, 14a–21a; Rules We Follow, 22a–27a; Community Laws and Leaders, 70a–73a</p> <p>2: Hands-On Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 235a, 255a, 271a, 277a, 283a; Unit Project, 48, 96, 146, 194, 242, 290</p> <p>3: Hands-On Unit Project, 1, 59, 64, 65, 101, 127, 132, 133, 169, 193, 198, 199, 239, 275, 280, 281, 315, 343, 348, 349, 381, 405, 410</p>

Standard	Criteria	Scott Foresman Social Studies
PROBLEM SOLVING		
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>
	Identify alternatives to solve problems.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>

Standard	Criteria	Scott Foresman Social Studies
	Assess the consequences of the alternatives.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>
	Select and explain a proposed solution and course of action.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>

Standard	Criteria	Scott Foresman Social Studies
	Develop a plan to implement the selected course of action.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>
	Assess results and take corrective action.	<p>K: Solving Problems, 39–42, 149, 226, 228; Decision Making, 10, 37, 153</p> <p>1: Solve a Problem, 26–27, 72, 113, 175, 219, 261; Make a Decision, 105, 239, 269</p> <p>2: Solve a Problem, 14–15, 45; Make a Decision, 108–109, 171, 279</p> <p>3: Solve a Problem, 82, 91, 202, 228, 270–271, 400; Make Decisions, 5, 164, 177, 252, 301, 304–305, 332, 385, 394; Conflict Resolution, 184–185</p>

Standard	Criteria	Scott Foresman Social Studies
COMMUNICATION		
<p>Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p>	<p>Locate, process, and convey information using traditional and technological tools.</p>	<p>K: Hands-On Activities, 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 88, 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, 308, 312, 316, 320, 324, 328; Internet Searches, 3, 53, 103, 169, 235, 285</p> <p>1: Hands-On Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 241a, 245a, 251a, 257a, 265a; Internet Searches, 1c, 43c, 87c, 135c, 183c, 231c</p> <p>2: Hands-On Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 235a, 255a, 271a, 277a, 283a; Internet Searches, 1c, 49c, 97c, 147c, 195c, 243c</p> <p>3: Hands-On Unit Project, 1, 59, 64, 65, 101, 127, 132, 133, 169, 193, 198, 199, 239, 275, 280, 281, 315, 343, 348, 349, 381, 405, 410; Internet Searches, 1c, 8b, 36b, 65c, 72b, 102b, 133c, 140b, 170b, 199c, 206b, 240b, 281c, 288b, 316b, 349c, 356b, 382b</p>

Standard	Criteria	Scott Foresman Social Studies
	Listen attentively and summarize key elements of verbal and non-verbal communication.	<p>K: Curriculum Connection: Drama, 6, 30, 34, 56, 75, 79, 84, 88, 106, 122, 126, 134, 138, 152, 158, 172, 188, 212, 238, 258, 266, 278, 288, 296, 316, 326</p> <p>1: Curriculum Connection: Drama, 1f, 13a, 43f, 55a, 69a, 87f, 99a, 113, 115a, 118, 135f, 149a, 169, 175a, 177, 183f, 185, 201f, 233, 250, 251a</p> <p>2: Curriculum Connection: Drama, 1f, 3, 29, 41a, 49f, 59, 67a, 97f, 133, 141, 147f, 157, 195f, 235a, 243f, 255a, 284</p> <p>3: Curriculum Connection: Drama, 1f, 65f, 118, 133f, 175, 199f, 235, 281f, 295, 349f, 363, 393</p>
	Give and receive feedback in a positive manner.	<p>K: Performance Assessment, 5, 9, 47, 49, 50, 55, 59, 97, 99, 100, 105, 109, 163, 165, 166, 171, 229, 231, 232, 237, 241, 257, 277, 279, 281, 287, 291, 329, 331, 332</p> <p>1: Performance Assessment, 1e, 1, 36a, 38, 42, 43e, 43, 80a, 82, 87e, 87, 128a, 130, 134, 135e, 135, 176a, 178, 182, 183e, 183, 224a, 226, 231e, 231, 266a, 268, 272</p> <p>2: Performance Assessment, 1e, 42a, 44, 49a, 90a, 92, 97e, 97, 140a, 142, 147e, 147, 188a, 190, 194, 195e, 195, 240, 243e, 243, 288</p> <p>3: Performance Assessment, 1e, 34, 35, 58, 59, 62, 64, 65e, 65, 100, 101, 126, 127, 130, 132, 133e, 168, 169, 192, 193, 196, 198, 199e, 199, 238, 239, 274, 275, 278, 281e, 281, 314, 315, 342, 343, 346, 348, 349e, 349, 380, 381, 404, 405, 408, 410</p>

Standard	Criteria	Scott Foresman Social Studies
	Read technical/instructional materials for information and apply to specific tasks.	<p>K: Internet Links, 3, 53, 103, 169, 235, 285</p> <p>1: Internet Searches, 1c, 43c, 87c, 135c, 183c, 231c</p> <p>2: Internet Searches, 1c, 49c, 97c, 147c, 195c, 243c; Unit Review, 44–47, 92–95, 142–145, 190–193, 238–241, 286–289</p> <p>3: Internet Searches, 1c, 8b, 36b, 65c, 72b, 102b, 133c, 140b, 170b, 199c, 206b, 240b, 281c, 288b, 316b, 349c, 356b, 382b</p>
	Write instructions, technical reports, and business communications clearly and accurately.	<p>K: Independent Writing, 15, 65, 115, 181, 247, 297; Curriculum Connection: Writing, 6, 11, 22, 26, 30, 33, 38, 42, 45, 48, 56, 61, 71, 80, 88, 92, 96, 98, 106, 113, 142, 154, 162, 164, 172, 176, 192, 203, 208, 230, 238, 242, 280, 288, 304, 308, 312, 323, 324, 328</p> <p>1: Curriculum Connection: Writing, H5, 1f, 5, 13a, 21a, 27a, 33, 43f, 45, 55a, 69a, 73a, 87f, 99a, 103, 103a, 115, 115a, 127a, 135f, 136, 149a, 155a, 163a, 169a, 175a, 183f, 195a, 201a, 207a, 211a, 217a, 223, 223a, 231f, 241a, 245a, 251a, 257a, 265a</p> <p>2: Curriculum Connection: Writing, H5, H12, H14, H20, 1f, 13, 15a, 19, 23, 26, 31, 35, 35a, 41a, 42, 49f, 57, 61a, 65, 81a, 89a, 97f, 111, 111a, 133, 133a, 140, 147f, 148, 163, 165a, 171, 179a, 187a, 195f, 197, 207, 221a, 229a, 234, 235a, 243f, 245, 253, 262, 271a, 283, 283a, 285</p> <p>3: Curriculum Connection: Writing, H4, H16, 1f, 17, 41, 53, 65f, 76, 82, 86, 89, 91, 133f, 135, 145, 147, 149, 181, 185, 195, 199f, 201, 244, 257, 259, 263, 272, 276, 281f, 299, 309, 325, 332, 349f, 379, 407</p>

Standard	Criteria	Scott Foresman Social Studies
	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	<p>K: Curriculum Connection: Drama, 6, 30, 34, 56, 75, 79, 84, 88, 106, 122, 126, 134, 138, 152, 158, 172, 188, 212, 238, 258, 266, 278, 288, 296, 316, 326</p> <p>1: Curriculum Connection: Drama, 1f, 13a, 43f, 55a, 69a, 87f, 99a, 113, 115a, 118, 135f, 149a, 169, 175a, 177, 183f, 185, 201f, 233, 250, 251a</p> <p>2: Curriculum Connection: Drama, 1f, 3, 29, 41a, 49f, 59, 67a, 97f, 133, 141, 147f, 157, 195f, 235a, 243f, 255a, 284</p> <p>3: Curriculum Connection: Drama, 1f, 65f, 118, 133f, 175, 199f, 235, 281f, 295, 349f, 363, 393</p>
TEAMWORK		
Demonstrate effective teamwork in school, community, and workplace.	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.	<p>K: Hands-On Activities, 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 88, 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, 308, 312, 316, 320, 324, 328</p> <p>1: Hands-On Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 241a, 245a, 251a, 257a, 265a</p> <p>2: Hands-On Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 235a, 255a, 271a, 277a, 283a</p> <p>3: Hands-On Unit Project, 1, 59, 64, 65, 101, 127, 132, 133, 169, 193, 198, 199, 239, 275, 280, 281, 315, 343, 348, 349, 381, 405, 410</p>

Standard	Criteria	Scott Foresman Social Studies
	<p>Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).</p>	<p>K: Hands-On Activities, 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 88, 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, 308, 312, 316, 320, 324, 328</p> <p>1: Hands-On Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 241a, 245a, 251a, 257a, 265a</p> <p>2: Hands-On Activities, 15a, 23a, 29a, 35a, 41a, 61a, 67a, 75a, 81a, 89a, 111a, 119a, 125a, 133a, 139a, 159a, 165a, 171a, 179a, 187a, 209a, 215a, 221a, 235a, 255a, 271a, 277a, 283a</p> <p>3: Hands-On Unit Project, 1, 59, 64, 65, 101, 127, 132, 133, 169, 193, 198, 199, 239, 275, 280, 281, 315, 343, 348, 349, 381, 405, 410</p>

Standard	Criteria	Scott Foresman Social Studies
EMPLOYMENT FOUNDATIONS		
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context.	<p>K: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a; Biography, 28, 34, 74, 86, 116, 132, 170, 178, 220, 234, 268, 282</p> <p>3: Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333; Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402</p>
	Select, apply, and maintain tools and technologies appropriate for the workplace.	<p>K: School Helpers, 43–46; Community Helpers, 85–88; Work, 119–122; Jobs, 123–126;</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333</p>

Standard	Criteria	Scott Foresman Social Studies
	Identify parts of organizations and systems and how they fit together.	<p>K: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333</p>
	Describe how work moves through a system.	<p>K: Work, 119–122; Jobs, 123–126</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333</p>

Standard	Criteria	Scott Foresman Social Studies
	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.	<p>K: Jobs Then and Now, 127–130</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139</p> <p>3: Technology Changes Communities, 242–247, 250–255, 258–263, 266–269; Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333</p>
	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.	<p>K: School Rules, 35–38; We Learn from Each Other, 39; Jobs Play, 126; Tools of the Trade, 126</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: A Community Business, 306–308</p>

Standard	Criteria	Scott Foresman Social Studies
	Explain and follow health and safety practices in the work environment.	<p>K: Working Together, 38; Fire Drill, 38; Do and Don't Signs, 80; Interview, 84; Bea Safety Star, 84</p> <p>1: Ben's Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Work Day, 128–129</p> <p>2: Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a</p> <p>3: For related information see A Community Business pages 306–308.</p>
	Explain and follow regulatory requirements, security procedures, and ethical practices.	<p>K: Working Together, 38; Fire Drill, 38; Do and Don't Signs, 80; Interview, 84; Bea Safety Star, 84</p> <p>1: Ben's Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: For related information see A Community Business pages 306–308.</p>

Standard	Criteria	Scott Foresman Social Studies
CAREER DEVELOPMENT		
<p>Demonstrate career development skills in planning for post high school experiences.</p>	<p>Assess personal characteristics related to educational and career goals.</p>	<p>K: Assessment Options, 5, 25, 47, 49, 50, 55, 59, 97, 99, 100, 105, 109, 163, 165, 166, 171, 229, 231, 232, 237, 241, 257, 277, 279, 281, 287, 291, 329, 331, 332</p> <p>1: Assessment Options, 1e, 7, 24, 29, 33, 43e, 49, 61, 87e, 93, 97, 105, 110, 118, 135e, 141, 151, 154, 158, 163, 165, 171, 172, 175, 183e, 189, 191, 198, 220, 231e, 248, 253</p> <p>2: Assessment Options, 1e, 9, 37, 49e, 55, 58, 63, 70, 84, 97e, 103, 106, 121, 128, 147e, 153, 162, 167, 195e, 201, 204, 224, 231, 243e, 263, 280</p> <p>3: Assessment Options, 1e, 11, 12, 19, 28, 43, 50, 65e, 76, 86, 99, 107, 110, 116, 122, 133e, 144, 151, 162, 173, 179, 187, 199e, 216, 222, 226, 231, 244, 253, 260, 268, 281e, 294, 302, 307, 322, 330, 335, 349e, 367, 379, 385, 394, 399; Lesson Review, 15, 23, 29, 41, 45, 53, 77, 81, 89, 95, 109, 117, 123, 147, 155, 165, 175, 181, 189, 211, 219, 227, 235, 247, 255, 263, 269, 295, 303, 311, 323, 333, 339, 361, 371, 379, 387, 395, 401</p>

Standard	Criteria	Scott Foresman Social Studies
	Research and analyze career and educational information.	<p>K: Work, 119–122; Jobs, 123–126</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: Choosing Wisely, 300–303; A Community Business, 306–308; Using Resources, 318–323; Depending on Others, 328–333; Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402</p>

Standard	Criteria	Scott Foresman Social Studies
	Develop and discuss a current plan designed to achieve personal, educational, and career goals.	<p>K: Build Background, 8, 19, 23, 27, 31, 35, 39, 43, 58, 69, 73, 77, 81, 85, 89, 93, 108, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 174, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 240, 251, 255, 259, 263, 267, 271, 275, 290, 301, 305, 309, 313, 317, 321, 325</p> <p>1: Build Background, 1h, 8a, 14a, 28a, 43h, 50a, 56a, 62a, 70a, 74a, 87h, 94a, 100a, 104a, 108a, 116a, 124a, 135h, 142a, 150a, 156a, 164a, 170a, 183h, 190a, 196a, 202a, 208a, 212a, 218a, 231h, 238a, 242a, 246a, 252a, 258a</p> <p>2: Build Background, 1h, 8a, 16a, 24a, 30a, 36a, 49h, 56a, 62a, 68a, 76a, 82a, 97h, 104a, 112a, 120a, 126a, 134a, 147h, 154a, 160a, 166a, 172a, 180a, 195h, 202a, 210a, 216a, 222a, 230a, 243h, 250a, 256a, 264a, 272a, 275a</p> <p>3: Lesson Objectives, 10, 18, 26, 30, 32, 38, 42, 48, 74, 78, 84, 90, 104, 110, 114, 120, 142, 154, 150, 156, 160, 166, 172, 176, 178, 182, 184, 186, 190, 208, 212, 214, 220, 222, 224, 228, 230, 242, 248, 250, 256, 258, 266, 270, 276, 290, 296, 298, 300, 306, 312, 318, 324, 326, 328, 334, 340, 358, 362, 366, 372, 374, 376, 384, 388, 390, 396, 398, 402, 406</p>

Standard	Criteria	Scott Foresman Social Studies
	Monitor and evaluate educational and career goals.	<p>K: Assessment Options, 5, 25, 47, 49, 50, 55, 59, 97, 99, 100, 105, 109, 163, 165, 166, 171, 229, 231, 232, 237, 241, 257, 277, 279, 281, 287, 291, 329, 331, 332</p> <p>1: Assessment Options, 1e, 7, 24, 29, 33, 43e, 49, 61, 87e, 93, 97, 105, 110, 118, 135e, 141, 151, 154, 158, 163, 165, 171, 172, 175, 183e, 189, 191, 198, 220, 231e, 248, 253</p> <p>2: Assessment Options, 1e, 9, 37, 49e, 55, 58, 63, 70, 84, 97e, 103, 106, 121, 128, 147e, 153, 162, 167, 195e, 201, 204, 224, 231, 243e, 263, 280</p> <p>3: Assessment Options, 1e, 11, 12, 19, 28, 43, 50, 65e, 76, 86, 99, 107, 110, 116, 122, 133e, 144, 151, 162, 173, 179, 187, 199e, 216, 2221, 226, 231, 244, 253, 260, 268, 281e, 294, 302, 307, 322, 330, 335, 349e, 367, 379, 385, 394, 399; Lesson Review, 15, 23, 29, 41, 45, 53, 77, 81, 89, 95, 109, 117, 123, 147, 155, 165, 175, 181, 189, 211, 219, 227, 235, 247, 255, 263, 269, 295, 303, 311, 323, 333, 339, 361, 371, 379, 387, 395, 401</p>
	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	<p>K: Work, 119–122; Jobs, 123–126; Earning Money, 131–134</p> <p>1: Ben’s Jobs, 94a–99a; Welcome to Job Day! 108a–115a; Interview with a Farmer, 116a–123a; Work Day, 128–129</p> <p>2: Interview with a Geographer, 56a–61a; Services in Our Community, 112a–119a; Goods from the Factory to You, 120a–125a; A Trip to the Bank, 126a–133a</p> <p>3: For related information see A Community Business pages 306–308.</p>

Scott Foresman Social Studies
Grade Four—Oregon
Grade Four—Regions
Grade Five—Building a Nation
to the
Oregon Social Sciences Content Standards

SOCIAL SCIENCES

The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between past, present, and future.

CIVICS AND GOVERNMENT: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution.	4 Regions: 48–52, 131, 137, 138, 144, 197, 204, R28–R31 4 Oregon: 99, 112 5: 295, 296–301, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355
		<i>Know the concept of “rule of law.”</i>	4 Regions: 50–51 4 Oregon: 99, 100–103, 104–105; TE only: 68–71 5: 348–350, 358–359

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.	Identify the primary functions of federal, state, and local governments.	<p>4 Regions: 47–49</p> <p>4 Oregon: 99, 102–103, 106–108; TE only: 68–71</p> <p>5: 348, 349</p>
		<p><i>Identify public safety, transportation, education, and recreation as responsibilities of local governments.</i></p> <p><i>Know how laws are made.</i></p>	<p>4 Regions: 47–49</p> <p>4 Oregon: 106–108; TE only: 68–71</p> <p>5: 14–17</p> <p>4 Regions: 47, 50–52</p> <p>4 Oregon: 87, 100–101, 104–105; TE only: 68–71</p> <p>5: 14–17, 348–352</p>
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.	<p>Understand the roles and responsibilities of the three branches of government.</p> <p><i>Name and distinguish the primary function of each branch of government at the federal and state levels.</i></p>	<p>4 Regions: 50–52</p> <p>4 Oregon: 102–103, 104–105; TE only: 68–71</p> <p>5: 348, 349</p> <p>4 Regions: 50–52</p> <p>4 Oregon: 102–103, 104–105; TE only: 68–71</p> <p>5: 348, 349</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	<p>Identify the rights of U.S. citizens.</p> <p><i>Identify basic rights that are given to citizens of the United States.</i></p>	<p>4 Regions: 56–57, 58–59</p> <p>4 Oregon: 100–101, 109, 110–116; TE only: 68–71, 72–75</p> <p>5: 14–17, 348–352, 352–355</p> <p>4 Regions: 56–57, 58–59</p> <p>4 Oregon: 100–101, 109, 110–116; TE only: 68–71, 72–75</p> <p>5: 14–17, 348–352, 352–355</p>
Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	Understand how citizens can learn about public issues.	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417</p> <p>4 Oregon: 58–59; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Citizenship, 73, 74, 75, 77, 79</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Identify and give examples of resources that provide information about public issues.</i>	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417</p> <p>4 Oregon: 58–59; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Citizenship, 73, 74, 75, 77, 79</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505</p>
Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.	Identify and give examples of how individuals can influence the actions of government.	<p>4 Regions: 46–52, 56–59, 136–138, 139, 140; Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417</p> <p>4 Oregon: 87, 100–101; Rights and Responsibilities, 110–116; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Citizenship, 73, 74, 75, 77, 79</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	5: 14–17; Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505
		<i>Identify and give examples of actions citizens can take to influence government policy and decision-making.</i>	4 Regions: 46–52, 56–59, 136–138, 139, 140; Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417 4 Oregon: 87, 100–101, 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Citizenship, 73, 74, 75, 77, 79 5: 14–17; Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.	4 Regions: 53, 76, 77, 131, 329, 330, 405, 406, 414 4 Oregon: 10, 12–13, 16, 38, 53, 55, 60–68, 74–75, 77, 88, 90–91; TE only: 48–51, 52–55, 60–63 5: 20, 102–104, 106–108, 112–115, 206–207, 319, 342, 435–436

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Know how the United States makes treaties with other nations, including Indian nations.</i>	4 Regions: 128, 189, 327–328 4 Oregon: 64, 67, 68, 74–75, 77, 80 5: 319, 342, 435–436
		<i>Know how nations demonstrate good will toward other nations in a variety of ways.</i>	4 Regions: 53, 76, 77, 131, 329, 330, 405, 406, 414 4 Oregon: 10, 12–13, 16, 38, 53, 55, 60–68, 74–75, 77, 88, 90–91 5: 20, 102–104, 106–108, 112–115, 206–207, 319, 342, 435–436
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.	Understand that there are different ways for governments to be organized.	4 Regions: Tribal Organizations, 127, 129, 190–191, 258, 326, 396, 397; US Government, 47–52, 196, 197; Colonial Government, 128, 131, 196, 401 4 Oregon: 74, 79, 87, 99, 102–108, 112–113; TE only: 52–55, 68–75 5: 14–17, 66–69, 77, 80, 85, 91, 135, 143, 144, 148, 157, 159, 162, 170, 348–352, 352–355

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Recognize that governments are organized in different ways.</i>	<p>4 Regions: Tribal Organizations, 127, 129, 190–191, 258, 326, 396, 397; US Government, 47–52, 196, 197; Colonial Government, 128, 131, 196, 401</p> <p>4 Oregon: 74, 79, 87, 99, 102–108, 112–113</p> <p>5: 14–17, 66–69, 77, 80, 85, 91, 135, 143, 144, 148, 157, 159, 162, 170, 348–352, 352–355</p>
Analyze the concepts of political power, authority, conflict, and conflict management.			<p>4 Regions: 47–52, 128, 131, 127, 129, 190–191, 196, 401</p> <p>4 Oregon: 74, 79, 87, 98–108, 110–117</p> <p>5: 14–17, 66–69, 77, 80, 85, 91, 135, 143, 144, 148, 157, 159, 162, 170, 348–352, 352–355</p>

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits.	<p>4 Regions: 78, 79, 118, 143, 145</p> <p>4 Oregon: 33–35, 37, 39, 44, 88–90, 92–94, 115–116; TE only: 32–39, 60–63, 72–75</p> <p>5: 22</p>
		<i>Know that whenever a choice is made, there is a cost.</i>	<p>4 Regions: 78, 79</p> <p>5: 22</p>
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.	Identify and give examples of the concepts of “trade-off” and “opportunity costs.”	<p>4 Regions: 78, 79</p> <p>4 Oregon: 33–35, 37, 39, 44, 88–90, 92–94, 115–116; TE only: 32–39, 60–63, 72–75</p> <p>5: 22</p>
		<i>Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.</i>	<p>4 Regions: 78, 79</p> <p>4 Oregon: 33–35, 37, 39, 44, 88–90, 92–94, 115–116; TE only: 32–39, 60–63, 72–75</p> <p>5: 22</p>
		<i>Understand the difference between “needs” and “wants” and their relationship to economic trade-offs.</i>	<p>4 Regions: 78, 79</p> <p>4 Oregon: For related information see pages 33–35, 37, 39, 44, 88–90, 92–94, and 115–116.</p> <p>5: 18–22</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.	Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.	4 Regions: 72–79 4 Oregon: 34, 35, 88, 89, 90, 91, 92 5: 18–22
		<i>Understand that prices rise and fall depending on supply and demand.</i>	4 Regions: 77 4 Oregon: 88 5: 18–22, 67
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.		4 Regions: 72–79 4 Oregon: Trade, 53, 55, 62, 66–67; Modern Economy, 84–85, 88–91 5: 18–22, 165, 205
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.	Understand the role of government and institutions in an economy.		4 Regions: 48, 49, 79, 80 4 Oregon: 34–39, 44–45, 108, 115 5: 18–22, 107, 268–270, 272, 339–340

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.	Recognize examples of how nations interact economically.	<p>4 Regions: 40, 73, 76, 77, 78, 79, 82, 127, 268–269, 414</p> <p>4 Oregon: 10, 12–13, 16, 38, 53, 55, 63, 66–67; TE only: 20–23, 32–35, 48–51</p> <p>5: 20, 102–104, 106–108, 112, 113–114, 115, 206–207</p>
		<i>Recognize that nations interact through trade.</i>	<p>4 Regions: 40, 73, 76, 77, 78, 79, 82, 127, 268–269, 414</p> <p>4 Oregon: 10, 12–13, 16, 38, 53, 55, 63, 66–67; TE only: 20–23, 32–35, 48–51</p> <p>5: 20, 102–104, 106–108, 112, 113–114, 115, 206–207</p>
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.	Identify the characteristics of money and the advantages of its use over barter.	<p>4 Regions: 74, 75</p> <p>4 Oregon: For related information see pages 53, 55, 62, and 66–67.</p> <p>5: 22, 94–95, 97, 165</p>
		<i>Distinguish between “barter” and “money” and how they facilitate the exchange of goods.</i>	<p>4 Regions: 73, 74, 75</p> <p>4 Oregon: For related information see pages 53, 55, 62, and 66–67.</p> <p>5: 18–22</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.	4 Regions: 72–79 4 Oregon: For related information see pages 88–89 and 130–135. 5: 18
		<i>Recognize that people earn income by exchanging their labor for wages and salaries.</i>	4 Regions: 72–79 4 Oregon: For related information see pages 88–89 and 130–135. 5: 18–22
		<i>Recognize that savings are the part of income not spent on taxes or consumption.</i>	4 Regions: 72–79 4 Oregon: For related information see pages 88–89 and 130–135. 5: 18–22
		<i>Recognize that spending involves exchanging money for goods or services.</i>	4 Regions: 72–79 4 Oregon: For related information see pages 88–89 and 130–135. 5: 18–22
		<i>Recognize that a budget is a record-keeping plan for managing income and spending.</i>	4 Regions: 72–79 4 Oregon: For related information see pages 88–89 and 130–135. 5: 18

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		Understand how banks and credit unions serve savers and borrowers.	<p>4 Regions: For related information see pages 77–78.</p> <p>4 Oregon: For related information see pages 88–89.</p> <p>5: For related information see pages 18–22.</p>
		<i>Understand how interest creates incentives for borrowing and saving.</i>	<p>4 Regions: For related information see pages 77–78.</p> <p>4 Oregon: For related information see pages 88–89.</p> <p>5: For related information see pages 18–22.</p>

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.	<p>4 Regions: H10–H22, 8–35, Atlas, R2–R15; Geography Terms, R16–R17; Gazetteer, R45–R51; Map and Globe Skills, 24, 54, 86, 170, 408</p> <p>4 Oregon: 5, 6–12, 13, 14–25, 26–31, 32–39, 40–45, 46–47, 48; Atlas, R1–R3; Gazetteer, R6–R9; Glossary, R10–R11</p> <p>5: Geography Skills H10–H22; Atlas, R2–R15; Geography Terms, R16–R17; Gazetteer, R53–R64; Map and Glove Skills, 32, 140, 244, 378, 512</p>
		<i>Know and use basic map elements to answer geographic questions or display geographic information.</i>	<p>4 Regions: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402</p> <p>4 Oregon: Map and Globe Skills, 46–47; Map Adventure, 83, 125; Maps, 7, 10, 15, 33, 34, 43, 56, 62, 49, 65, 72, 75, 82, 106, 126; TE only: 21, 22, 25, 33, 38, 46, 49, 50, 53, 54, 58, 70, 78</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	5: Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
<p>Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.</p>	<p>Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.</p>	<p>Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information.</p>	<p>4 Regions: Map Making, 23, 24-25, 54-55, 86-87, 93, 170-171, 408-409; Bar Graph, 240, 259; TE only: 9, 37, 65, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393</p> <p>4 Oregon: Map Adventure, 83, 125; TE only: 58, 78</p> <p>5: Mapmaking, 30, 109, 182, 291, 366, 391; TE only: Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429</p>
		<p><i>Use maps and charts to interpret geographic information.</i></p>	<p>4 Regions: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402</p> <p>4 Oregon: Map and Globe Skills, 46–47; Map Adventure, 83, 125; Maps, 7, 10, 15, 33, 34, 43, 56, 62, 49, 65, 72, 75, 82, 106, 126; TE only: 21, 22, 25, 33, 38, 46, 49, 50, 53, 54, 58, 70, 78</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	5: Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.</i>	<p>4 Regions: 35, 89, 123, 241, 253, 259, 315, 334, 382, 391, 413; Chart and Graph Skills, 110, 134, 240</p> <p>4 Oregon: 2–3, 4, 5, 5, 7, 8, 9, 10, 11, 13, 14–25, 26–31, 32–39, 40–45, 46–47, 48; TE only: 18–40</p> <p>5: 8, 9, 12, 13, 20, 58, 59, 161, 211, 225, 347, 410, 443, 465, 466, 493; Chart and Graph Skills, 12, 58, 116, 414</p>
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon.	<p>4 Regions: Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408</p> <p>4 Oregon: Map and Globe Skills, 46–47; Map Adventure, 83, 125; Maps, 7, 10, 15, 33, 34, 43, 56, 62, 49, 65, 72, 75, 82, 106, 126; TE only: 21, 22, 25, 33, 38, 46, 49, 50, 53, 54, 58, 70, 78</p> <p>5: Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107,</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512
		<i>Identify the names of the continents and their relative size, shape, and location.</i>	4 Regions: R2–R3, R4–R5, R6–R7 4 Oregon: For related information see page 13. 5: R4–R5, R6–R7
		<i>Identify the names of the fifty states and their location relative to other states.</i>	4 Regions: 24–25, R10–R11 4 Oregon: R15, R16 5: 26, R12–R13, R14–R15

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.</i>	<p>4 Regions: 362–363, 364–365, 368–373, 378–383, 384–388</p> <p>4 Oregon: 6–12, 14–25, 26–31; TE only: 20–31</p> <p>5: 24–30, 34–38, R9–R10</p>
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify physical and human characteristics of regions in the United States and the processes that have shaped them.	<p>4 Regions: 8–35, 102–123, 124–151, 164–185, 186–217, 230–253, 254–285, 298–321, 323–353, 366–391, 392–419</p> <p>4 Oregon: 14–25; TE only: 24–27</p> <p>5: 24–30, 77, 84, 89, 95, 176–182, 464–467</p>
		<i>Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.</i>	<p>4 Regions: 8–35, 102–123, 164–185, 230–253, 298–321, 366–391</p> <p>4 Oregon: 6–12, 14–25, 26–31; TE only: 20–31</p> <p>5: 24–30</p>
		<i>Identify the type of economic activity, population distribution, and cities found in regions of the United States.</i>	<p>4 Regions: 8–35, 124–151, 186–217, 254–285, 323–353, 392–419</p> <p>4 Oregon: 32–39, 40–45, 46–47; TE only: 32–39</p> <p>5: 24–30, 24–30</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.			<p>4 Regions: 8–35, 102–123, 124–151, 164–185, 186–217, 230–253, 254–285, 298–321, 323–353, 366–391, 392–419</p> <p>4 Oregon: 14–25; TE only: 24–27</p> <p>5: 24–30, 76–80, 82–85, 88–91, 94–97, 168–170, 176–182, 210–214, 216–218, 464–467</p>
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.	Identify patterns of migration and cultural interaction in the United States.	<p>4 Regions: 39–44, 132, 133, 195, 196, 240, 241, 413</p> <p>4 Oregon: 40–45, 46–47, 50–57, 60–68, 70–76, 81–83; TE only: 36–39, 44–59</p> <p>5: 10, 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 206–207, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473</p>
		<i>Understand how physical geography affects the routes, flow, and destinations of migration.</i>	<p>4 Regions: 39–44, 132, 133, 195, 196, 240, 241, 413</p> <p>4 Oregon: 40–45, 46–47, 50–57, 60–68, 70–76, 81–83; TE only: 36–39, 44–59</p> <p>5: 55, 103, 104, 107–108, 111, 113–115, 134–138, 147, 159, 166, 170, 172, 206–207, 226, 234, 236, 238–239, 241–243, 370–372, 374–375, 378–379, 405, 406, 411–413, 431, 439–441, 473</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Explain how migrations affect the culture of emigrants and native populations.</i>	<p>4 Regions: 39-44, 128, 132, 133, 189, 190, 192, 195, 196, 240, 241, 326, 327, 332–335, 413</p> <p>4 Oregon: 40–45, 46–47, 50–57, 60–68, 70–76, 81–83; TE only: 36–39, 44–59</p> <p>5: 10, 103, 104, 107-108, 111, 113-115, 134-138, 147, 159, 166, 170, 172, 206-207, 226, 234, 236, 238-239, 241-243, 370-372, 374-375, 378-379, 405, 406, 411-413, 431, 439-441, 473</p>
Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.	Identify and give examples of issues related to population increases and decreases.	<p>4 Regions: 26-35, 39–44, 66-71, 104-109, 116-123, 166-171, 172-177, 178-185, 232-241, 242-245, 246-253, 300-307, 308-313, 314-321, 368-377, 378-383, 384-391</p> <p>4 Oregon: 40–45, 46–47, 75, 82, 84, 90–91; TE only: 36–39, 60–63</p> <p>5: 6–9, 10–11, 12, 13, 211, 225, 347, 410, 443, 465, 466, 493</p>
		<i>Identify and give examples of positive and negative impacts of population increases or decreases.</i>	<p>4 Regions: 26-35, 39–44, 66-71, 104-109, 116-123, 166-171, 172-177, 178-185, 232-241, 242-245, 246-253, 300-307, 308-313, 314-321, 368-377, 378-383, 384-391</p> <p>4 Oregon: 40–45, 46–47, 75, 82, 84, 90–91, 128–129; TE only: 36–39, 60–63</p> <p>5: 8, 9, 12, 13, 211, 225, 347, 410, 443, 465, 466, 493</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how physical environments are affected by human activities.	<p>4 Regions: 10–17, 18–25, 26–31, 34–35, 104–111, 112–115, 116–123, 166–171, 172–177, 178–185, 232–241, 242–245, 246–251, 300–307, 308–313, 314–321, 368–377, 378–383, 384–391</p> <p>4 Oregon: 35, 38, 44, 88–89, 92–94, 128–129; TE only: 36–39, 60–63</p> <p>5: 34–38, 39, 40–41</p>
		<i>Understand how and why people alter the physical environment.</i>	<p>4 Regions: 10–17, 18–25, 26–31, 34–35, 104–111, 112–115, 116–123, 166–171, 172–177, 178–185, 232–241, 242–245, 246–251, 300–307, 308–313, 314–321, 368–377, 378–383, 384–391</p> <p>4 Oregon: 35, 38, 44, 88–89, 92–94, 128–129; TE only: 36–39, 60–63</p> <p>5: 34–38, 40–41, 56–57, 95, 160, 161, 177–181, 204, 212–214, 374, 444, 465</p>
		<i>Describe how human activity can impact the environment.</i>	<p>4 Regions: 110–111, 115, 118, 142–146, 211–213, 234–235, 236–237, 238–239, 250–251, 270, 271, 272, 281, 282, 314–317, 347, 348, 384–387</p> <p>4 Oregon: 35, 38, 44, 88–89, 92–94, 128–129; TE only: 36–39, 60–63</p> <p>5: 34–38, 40–41, 56–57, 95, 160, 161, 177–181, 204, 212–214, 374, 444, 465</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
	Understand how physical characteristics in the environment and changes in the environment affect human activities.	Understand how human activities are affected by the physical environment.	<p>4 Regions: 8–35, 70, 102–123, 140–144, 164–185, 210–213, 230–253, 270, 272–273, 298–321, 346–348, 366–391, 410–415</p> <p>4 Oregon: 26–31, 32–39, 52, 54–57, 61–68, 93</p> <p>5: 24–30, 34–38, 40–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 160, 161, 177–181, 204, 212–214, 374, 444, 465</p>
<i>Identify constraints on human activity caused by the physical environment.</i>		<p>4 Regions: 7, 18–23, 34–35, 172–175, 176–177, 309, 365, 372, 374–375, 378–383</p> <p>4 Oregon: 43, 44, 93, 128–129</p> <p>5: H10, 24–27, 28, 29, 32–33, 39, 170, 308</p>	
<i>Understand how the physical environment presents opportunities for economic and recreational activity.</i>		<p>4 Regions: 8–35, 102–123, 164–185, 230–253, 298–321, 366–391</p> <p>4 Oregon: 26–31, 32–39, 40–45, 52, 54–57, 61–68, 93, 130–135; TE only: 28–39, 44–47, 60–63</p> <p>5: 24–30, 34–38, 40–41, 56–57, 61–64, 68–69, 78, 83–85, 89–90, 95, 160, 161, 177–181, 204, 212–214, 374, 444, 465</p>	

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.			<p>4 Regions: 26–33, 178–183, 314–317, 388</p> <p>4 Oregon: 32–39, 43, 84, 128–129</p> <p>5: 34–38, 168–173, 176–182, 246–251</p>
Understand the geographic results of resource use and management programs and policies.			<p>4 Regions: 26–33, 118, 143, 145, 178–183, 388</p> <p>4 Oregon: 32–39, 39, 44, 92–93, 115–116, 125, 128–129; TE only: 32–35, 60–63, 76–79</p> <p>5: 34–38, 39, 40–41</p>

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
<p>HISTORICAL SKILLS</p> <p>Interpret and reconstruct chronological relationships.</p>	<p>Understand, represent, and interpret chronological relationships in history.</p>	<p>Interpret data and chronological relationships presented in timelines and narratives.</p>	<p>4 Regions: Vertical Time Line, 134–135; Time Lines, 38, 130, 135, 136, 150–151, 188, 194, 202, 216, 217, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418–419</p> <p>4 Oregon: Timeline, 50, 57, 60, 68, 70, 76, 78, 85, 86, 94</p> <p>5: Use Parallel Time Lines, 116–117; Time Lines, 46, 48, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 152, 156, 164, 168, 176, 186, 194, 196, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 338, 344, 352, 358, 362, 370, 380, 386, 394, 396, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Order events found in historical narratives.</i>	<p>4 Regions: Vertical Time Line, 134–135; Time Lines, 38, 130, 135, 136, 150–151, 188, 194, 202, 216, 217, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418–419; Sequence, 20, 27, 42, 104, 105, 107, 109, 112, 113, 115, 116, 118, 119, 126, 129, 130, 131, 141, 143, 145, 171, 193, 209, 235, 263, 266, 374, 405</p> <p>4 Oregon: Timeline, 50, 57, 60, 68, 70, 76, 78, 85, 86, 94; Sequence, 75, 76, 94; TE only: 54, 55, 63</p> <p>5: Use Parallel Time Lines, 116–117; Time Lines, 46, 48, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 152, 156, 164, 168, 176, 186, 194, 196, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 338, 344, 352, 358, 362, 370, 380, 386, 394, 396, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522; Sequence, 78, 106, 108, 109, 112, 117, 130, 135, 136, 138, 141, 143, 144, 146, 147, 151, 157, 165, 166, 180, 181, 203, 240, 242, 249, 289, 302, 308, 339, 350, 354, 373, 383, 440, 495, 507</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<p><i>Calculate time and infer information from timelines.</i></p>	<p>4 Regions: Use a Vertical Time Line, 134; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 217, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418</p> <p>4 Oregon: Timeline, 50, 57, 60, 68, 70, 76, 78, 85, 86, 94</p> <p>5: Use Parallel Time Lines, 116–117; Time Lines, 46, 48, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126, 128, 134, 142, 152, 156, 164, 168, 176, 186, 194, 196, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260, 262, 268, 276, 286, 292, 296, 302, 314, 322, 330, 332, 338, 344, 352, 358, 362, 370, 380, 386, 394, 396, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Analyze cause and effect relationships, including multiple causalities.	Identify and analyze cause and effect relationships in history.	Identify cause and effect relationships in a sequence of events.	<p>4 Regions: Reading Social Studies: Cause and Effect, 228–229; Cause and Effect, 28, 39, 40, 43, 69, 77, 81, 115, 117, 132, 137, 142, 143, 146, 179, 190, 196, 198, 212, 232, 233, 235, 237, 238, 243, 245, 246, 247, 248, 249, 256, 257, 258, 259, 264, 266, 267, 268, 269, 272, 272, 276, 327, 328, 333, 337, 342, 346, 348, 382, 385, 395, 401, 404</p> <p>4 Oregon: Cause and Effect, 61, 63, 65, 68, 81, 89; TE only: 22, 46, 49, 50, 51, 54, 57, 61</p> <p>5: Reading Social Studies: Cause and Effect, 264–265; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384; Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 272, 276, 277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 451, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.	Understand how history can be organized using themes, geography, or chronology.	<p>4 Regions: Then and Now, 118, 197, 277, 335, 404; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407; History, 126–129, 130–133, 136–139, 140–141, 142–149, 188–192, 194–201, 202–208, 210–213, 256–261, 264–269, 270–274, 276–282, 324–328, 332–337, 338–345, 394–399, 400–406</p> <p>4 Oregon: Then and Now, 73; Fact File, 24, 37; Biography, 69, 95, 109; Citizen Heroes, 117; Oregon Governors, R4; Famous Oregonians, R5; Biographical Dictionary, R6–R9; History, 49, 50–56, 60–69, 70–77, 78–85, 86–95, 96; TE only: 41–64</p> <p>5: Then and Now, 10, 111, 144, 211, 277, 383, 433, 472; Fact File, 8, 20, 26, 137, 147, 166, 181, 204, 317, 349, 440, 493; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384; Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497; History, 52–73, 74–99, 100–119, 132–153, 154–187, 200–229, 230–253, 266–293, 294–323, 336–359, 360–387, 400–427, 428–449, 462–489, 490–523</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.	Identify primary and secondary sources.	<p>4 Regions: Identify Primary Sources, 330–331; Primary Sources, 2–3, 53, 57, 60–61, 75, 96–97, 118, 135, 140–141, 148–149, 158–159, 190, 206–207, 224–225, 239, 244, 261, 278, 292–293, 305, 329, 333, 344–345, 351, 353, 357, 360–361, 398–399, 404, 416–417, R28–R31</p> <p>4 Oregon: Use Information Sources, 58–59; Point of View, 136–137; Primary Sources, 69, 109, 122; TE only: 51, 71, 77</p> <p>5: Read Newspapers, 208; Use Primary Sources, 284; Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457; Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171 172, 175, 182, 184, 185, 189, 206 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508 510, 519, 525</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).			<p>4 Regions: 126–129, 130–133, 136–139, 140–141, 142–149, 188–192, 194–201, 202–208, 210–213, 256–261, 264–269, 270–274, 276–282, 324–328, 332–337, 338–345, 394–399, 400–406</p> <p>4 Oregon: 49, 50–56, 60–69, 70–77, 78–85, 86–95, 96; TE only: 41–64</p> <p>5: 52–73, 74–99, 100–119, 132–153, 154–187, 200–229, 230–253, 266–293, 294–323, 336–359, 360–387, 400–427, 428–449, 462–489, 490–523</p>
<p>WORLD HISTORY</p> <p>Understand and interpret events, issues, and developments within and across eras of world history.</p>	Understand the importance and lasting influence of issues, events, people, and developments in world history.		<p>4 Regions: 53, 294–299, 268–269, 329, 330, 332–333, 405, 406</p> <p>4 Oregon: 49, 50–56, 60–69, 70–77, 78–85, 86–95, 96; TE only: 41–64</p> <p>5: 54–57, 102–104, 106–109, 110–115, 134–139, 142–145, 232–237, 238–239, 240–245, 246–251, 302–307, 314–316, 380–384</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
<p>U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.</p>	<p>Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</p>	<p>Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution.</p>	<p>4 Regions: 73, 126–129, 131, 188–193, 195–197, 256–261, 265–267, 268–269, 324–331, 394–399 4 Oregon: 50–56, 60–69; TE only: 44–47, 48–51 5: 52–73, 74–99, 100–119, 132–153, 154–187, 200–229, 230–253, 266–293, 294–323</p>
		<p><i>Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.</i></p>	<p>4 Regions: 126–129, 188–193, 256–261, 324–331, 394–399 4 Oregon: 50–56; TE only: 44–47 5: 54–57, 60–65, 66–71, 76–81, 82–85, 88–93, 94–97</p>
		<p><i>Understand the impact of early European exploration on Native Americans and on the land.</i></p>	<p>4 Regions: 194–196, 264–269, 332–337, 400–403 4 Oregon: 60–69; TE only: 48–51 5: 134–139, 142–145, 146–151, 156–163, 164–167, 168–173</p>
		<p><i>Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life, or the course of events in U.S. history.</i></p>	<p>4 Regions: 131, 197 4 Oregon: 50–56, 60–69, 99; TE only: 44–47, 48–51 5: 52–73, 74–99, 100–119, 132–153, 154–187, 200–229, 230–253, 266–293, 294–323</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Understand the colonial experience and how it led to the American Revolution.</i>	<p>4 Regions: 131, 197</p> <p>4 Oregon: 50–56, 60–69; TE only: 44–47, 48–51</p> <p>5: 164–167, 168–173, 176–185, 200–229, 230–253, 266–293, 296–301</p>
		<i>Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</i>	<p>4 Regions: 131, 197</p> <p>4 Oregon: 63, 99</p> <p>5: 268–275, 276–283, 286–291, 296–301, 302–313, 314–319</p>
<p>STATE & LOCAL HISTORY</p> <p>Understand and interpret the history of the state of Oregon.</p>	<p>Understand and interpret events, issues, and developments in Oregon history.</p>	<p>Understand how individuals changed or significantly influenced the course of Oregon state history.</p>	<p>4 Regions: For related information see pages 394–399, 400–406, and 410–415.</p> <p>4 Oregon: 49, 50–56, 60–69, 70–77, 78–85, 86–95, 96, R18; TE only: 41–64</p> <p>5: Oregon Fever, 439–440</p>
		<i>Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.</i>	<p>4 Regions: For related information see pages 394–399, 400–406, and 410–415.</p> <p>4 Oregon: 50–56, 60–69; TE only: 44–47, 48–51</p> <p>5: Oregon Fever, 439–440</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		<i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American Revolution.</i>	<p>4 Regions: For related information see pages 394–399, 400–406, and 410–415.</p> <p>4 Oregon: 50–56, 60–69; TE only: 44–47, 48–51</p> <p>5: Oregon Fever, 439–440</p>
Understand and interpret events, issues, and developments in the history of one’s family, local community, and culture.	Understand and interpret events, issues, and developments in local history.	Understand how individuals changed or significantly influenced the course of local history.	<p>4 Regions: For related information see pages 410–415 and Biography pages 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, and 407.</p> <p>4 Oregon: 49, 50–56, 60–69, 70–77, 78–85, 86–95, 96, R18; Biography, 69, 95, 109; Citizen Heroes, 117; Oregon Governors, R4; Famous Oregonians, R5; Biographical Dictionary, R6–R9; TE only: 41–64</p> <p>5: Oregon Fever, 439–440. For related information see Biography pages 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, and 497.</p>

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Examine an event, issue, or problem through inquiry and research.	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; TE only: Solve Problems, 29, 109, 121, 182, 260, 281, 304, 343, 349</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Make Decisions, 74</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; TE only: Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518</p>
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; TE only: Solve Problems, 29, 109, 121, 182, 260, 281, 304, 343, 349</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	<p>4 Oregon: Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Make Decisions, 74</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; TE only: Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518</p>
<p>Explain various perspectives on an event or issue and the reasoning behind them.</p>	<p>Understand an event, issue, problem, or phenomenon from multiple perspectives.</p>	<p>Identify and study two or more points of view of an event, issue, or problem.</p>	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; TE only: Solve Problems, 29, 109, 121, 182, 260, 281, 304, 343, 349</p> <p>4 Oregon: Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Make Decisions, 74</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; TE only: Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; TE only: Solve Problems, 29, 109, 121, 182, 260, 281, 304, 343, 349</p> <p>4 Oregon: Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Make Decisions, 74</p> <p>5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; TE only: Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518</p>
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Identify a response or solution and support why it makes sense, using support from research.	<p>4 Regions: Citizenship Skills, H2–H3; Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; TE only: Solve Problems, 29, 109, 121, 182, 260, 281, 304, 343, 349</p> <p>4 Oregon: Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; TE only: Make Decisions, 74</p>

Common Curriculum Goals	Content Standards	Benchmark 2 (Grade 5)	Scott Foresman Social Studies
		(continued)	5: Citizenship Skills, H2–H3; Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; TE only: Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518

Scott Foresman Social Studies
Grade 4 Regions
Grade 4 Oregon
Grade 5 Building a Nation
To the
Oregon Career-Related Learning Standards

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experience. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria are being developed for local assessment of the CRLS for the CAM. See the Department’s web site for more information (www.ode.state.or.us/cimcam/pdf/cam-asmt-project-draft-nov02.pdf). The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document is available on the Department’s web site at www.ode.state.or.us/opte/cam/crls.pdf.

Standard	Criteria	Scott Foresman Social Studies
PERSONAL MANAGEMENT		
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416</p> <p>4 Oregon: Issues and Viewpoints, 128–129; Citizen Heroes, 117</p> <p>5: Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504</p>

Standard	Criteria	Scott Foresman Social Studies
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	<p>4 Regions: Hands-On Unit Project, H2, H3, 1, 35, 63, 89, 94, 95, 123, 151, 156, 157, 185, 217, 222, 223, 253, 285, 290, 291, 321, 353, 358, 359, 391, 419, 422, 424</p> <p>4 Oregon: Unit Review, 140–141; Chapter Review, 138</p> <p>5: Hands-On Unit Project, 1, 44, 45, 73, 99, 119, 124, 125, 153, 187, 192, 193, 229, 253, 258, 259, 293, 323, 328, 329, 359, 387, 393, 427, 449, 454, 455h, 489, 523, 528</p>
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>
	Maintain regular attendance and be on time.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45 and Modern Times and Today pages 86–94.</p> <p>5: For related information see Free Enterprise pages 18–22, A New Kind of Revolution pages 408–415, and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>

Standard	Criteria	Scott Foresman Social Studies
	Maintain appropriate interactions with colleagues.	<p>4 Regions: Unit Projects, 94, 156, 222, 290, 358, 424</p> <p>4 Oregon: Unit Review, 140–141</p> <p>5: Unit Projects, 44, 124, 192, 258, 328, 392, 454, 528</p>
PROBLEM SOLVING		
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>

Standard	Criteria	Scott Foresman Social Studies
	Identify alternatives to solve problems.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>
	Assess the consequences of the alternatives.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>

Standard	Criteria	Scott Foresman Social Studies
	Select and explain a proposed solution and course of action.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>
	Develop a plan to implement the selected course of action.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>

Standard	Criteria	Scott Foresman Social Studies
	Assess results and take corrective action.	<p>4 Regions: Issues and Viewpoints, 238–239, 350–351; Citizen Heroes, 60, 148, 200, 260, 318, 416; Solve Problems, H3, 29, 109, 121, 182, 260, 281, 304, 343, 349; Make Decisions, 14, 28, 44, 49, 51, 76, 78, 111, 118, 174, 181, 200, 245, 265, 339, 341, 380, 402</p> <p>4 Oregon: 110–116, 122–123; Citizen Heroes, 117; Issues and Viewpoints, 128–129; Make Decisions, 74</p> <p>5: Issues and Viewpoints, 222–223, 310z311, 368–369; Citizen Heroes, 40–41, 92–93, 184–185, 274–275, 422–423, 504–505; Solve Problems, 87, 111, 144, 145, 159, 203, 251, 255, 278, 341, 412, 413, 471, 494, 503, 505, 518; Make Decisions, 17, 22, 85, 162, 169, 182, 207, 271, 282, 304, 363, 382, 384, 444</p>
COMMUNICATION		
Demonstrate effective communication skills to give and receive information in school, community, and workplace.	Locate, process, and convey information using traditional and technological tools.	<p>4 Regions: Hands-On Unit Project, H2, H3, 1, 35, 63, 89, 94, 95, 123, 151, 156, 157, 185, 217, 222, 223, 253, 285, 290, 291, 321, 353, 358, 359, 391, 419, 422, 424; Internet Searches, 1c, 8b, 36b, 64b, 95c, 102b, 124b, 157c, 164b, 186b, 223c, 230b, 254b, 291c, 298b, 322b, 359c, 366b, 392b</p> <p>4 Oregon: Unit Review, 140–141; Internet Searches, 7, 19, 43, 67</p> <p>5: Hands-On Unit Project, 1, 44, 45, 73, 99, 119, 124, 125, 153, 187, 192, 193, 229, 253, 258, 259, 293, 323, 328, 329, 359, 387, 393, 427, 449, 454, 455h, 489, 523, 528; Internet Searches, 1c, 45c, 52b, 74b, 100b, 125c, 132b, 154b, 193c, 200b, 230b, 259c, 266b, 294b, 329c, 336b, 360b, 393c, 400b, 428b, 455c, 462b, 490b</p>

Standard	Criteria	Scott Foresman Social Studies
	Listen attentively and summarize key elements of verbal and non-verbal communication.	<p>4 Regions: Curriculum Connection: Drama, 1f, 28, 47, 61, 84, 95f, 107, 133, 148, 157f, 176, 199, 223f, 291f, 329, 359f, 369, 404</p> <p>4 Oregon: Curriculum Connection: Drama, 30, 61, 79</p> <p>5: Curriculum Connection: Drama, 1f, 45f, 125f, 193f, 259f, 329f, 382, 393f, 455f</p>
	Give and receive feedback in a positive manner.	<p>4 Regions: Performance Assessment, 1e, 1, 34, 35, 62, 63, 88, 89, 92, 94, 95e, 95, 122, 123, 150, 151, 154, 156, 157e, 157, 184, 185, 216, 217, 220, 222, 223e, 223, 252, 253, 284, 285, 288, 290, 291e, 291, 320, 321, 352, 356, 358, 359e, 359, 390, 391, 418, 419, 422, 424</p> <p>4 Oregon: Performance Assessment, 10, 40, 64, 85, 86</p> <p>5: Performance Assessment, 1e, 1, 42, 44, 45e, 45, 72, 73, 98, 99, 118, 119, 122, 124, 125e, 125, 152, 153, 186, 187, 190, 192, 193e, 193, 228, 229, 252, 253, 256, 258, 259e, 259, 292, 293, 322, 323, 326, 328, 329e, 329, 358, 359, 386, 387, 390, 393e, 426, 427, 448, 449, 452, 454, 455e, 455, 488, 522, 523, 526, 528</p>

Standard	Criteria	Scott Foresman Social Studies
	Read technical/instructional materials for information and apply to specific tasks.	<p>4 Regions: Internet Searches, 1c, 8b, 36b, 64b, 95c, 102b, 124b, 157c, 164b, 186b, 223c, 230b, 254b, 291c, 298b, 322b, 359c, 366b, 392b</p> <p>4 Oregon: Internet Searches, 7, 19, 43, 67</p> <p>5: Internet Searches, 1c, 45c, 52b, 74b, 100b, 125c, 132b, 154b, 193c, 200b, 230b, 259c, 266b, 294b, 329c, 336b, 360b, 393c, 400b, 428b, 455c, 462b, 490b</p>
	Write instructions, technical reports, and business communications clearly and accurately.	<p>4 Regions: Curriculum Connection: Writing, H2, H18, 1f, 20, 45, 47, 60, 74, 79, 85, 91, 95f, 106, 140, 144, 146, 157f, 169, 193, 197, 209, 223f, 235, 273, 291f, 293, 340, 355, 359f, 388, 417; Link to Writing, 31, 44, 71, 109, 133, 192, 206, 213, 249, 266, 282, 311, 337, 343, 415</p> <p>4 Oregon: Curriculum Connection: Writing, 57, 71, 75, 77; Link to Writing, 45, 68</p> <p>5: Curriculum Connection: Writing, 1f, 11, 45f, 85, 125f, 127, 144, 162, 193f, 194, 204, 219, 248, 259f, 273, 300, 311, 319, 329f, 351, 356, 393f, 413, 432, 451, 455f, 457, 468, 472, 475, 505, 509, 521; Link to Writing, 11, 17, 64, 80, 97, 138, 145, 227, 237, 273, 300, 343, 384, 406, 441, 482, 503, 521</p>

Standard	Criteria	Scott Foresman Social Studies
	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	<p>4 Regions: Curriculum Connection: Drama, 1f, 28, 47, 61, 84, 95f, 107, 133, 148, 157f, 176, 199, 223f, 291f, 329, 359f, 369, 404</p> <p>4 Oregon: Curriculum Connection: Drama, 30, 61, 79</p> <p>5: Curriculum Connection: Drama, 1f, 45f, 125f, 193f, 259f, 329f, 382, 393f, 455f</p>
TEAMWORK		
Demonstrate effective teamwork in school, community, and workplace.	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.	<p>4 Regions: Hands-On Unit Project, H2, H3, 1, 35, 63, 89, 94, 95, 123, 151, 156, 157, 185, 217, 222, 223, 253, 285, 290, 291, 321, 353, 358, 359, 391, 419, 422, 424</p> <p>4 Oregon: Unit Review, 140–141</p> <p>5: Hands-On Unit Project, 1, 44, 45, 73, 99, 119, 124, 125, 153, 187, 192, 193, 229, 253, 258, 259, 293, 323, 328, 329, 359, 387, 393, 427, 449, 454, 455h, 489, 523, 528</p>
	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).	<p>4 Regions: Hands-On Unit Project, H2, H3, 1, 35, 63, 89, 94, 95, 123, 151, 156, 157, 185, 217, 222, 223, 253, 285, 290, 291, 321, 353, 358, 359, 391, 419, 422, 424</p> <p>4 Oregon: Unit Review, 140–141</p> <p>5: Hands-On Unit Project, 1, 44, 45, 73, 99, 119, 124, 125, 153, 187, 192, 193, 229, 253, 258, 259, 293, 323, 328, 329, 359, 387, 393, 427, 449, 454, 455h, 489, 523, 528</p>

Standard	Criteria	Scott Foresman Social Studies
EMPLOYMENT FOUNDATIONS		
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94, and Unit Review pages 140–141.</p> <p>5: For related information see Free Enterprise pages 18–22, A New Kind of Revolution pages 408–415, and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>
	Select, apply, and maintain tools and technologies appropriate for the workplace.	<p>4 Regions: See Social Studies Skills on pages 6, 100, 110, 134, 162, 208, 228, 240, 262, 296, 306, 330, 364 and 376.</p> <p>4 Oregon: See Social Studies Skills on pages 58–59 and 136–137.</p> <p>5: For related information see Free Enterprise pages 18–22, A New Kind of Revolution pages 408–415, and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>
	Identify parts of organizations and systems and how they fit together.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94, and Unit Review pages 140–141.</p> <p>5: For related information see Free Enterprise pages 18–22, A New Kind of Revolution pages 408–415, and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>

Standard	Criteria	Scott Foresman Social Studies
	Describe how work moves through a system.	<p>4 Regions: Trade Then and Now, 72–79</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94.</p> <p>5: Free Enterprise, 18–22; A New Kind of Revolution, 408–415</p>
	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.	<p>4 Regions: Trade Then and Now, 72–79; Transportation and Communication, 80–85</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94.</p> <p>5: Free Enterprise, 18–22; A New Kind of Revolution, 408–415</p>
	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94, and Unit Review pages 140–141.</p> <p>5: For related information see Free Enterprise pages 18–22 and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>

Standard	Criteria	Scott Foresman Social Studies
	Explain and follow health and safety practices in the work environment.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94, and Unit Review pages 140–141.</p> <p>5: For related information see Free Enterprise pages 18–22 and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>
	Explain and follow regulatory requirements, security procedures, and ethical practices.	<p>4 Regions: For related information see Earning and Learning pages 64–65, 72–79 and Unit Projects pages 94, 156, 222, 290, 358, and 424.</p> <p>4 Oregon: For related information see Oregonians pages 40–45, Modern Times and Today pages 86–94, and Unit Review pages 140–141.</p> <p>5: For related information see Free Enterprise pages 18–22 and Unit Projects pages 44, 124, 192, 258, 328, 392, 454, and 528.</p>

Standard	Criteria	Scott Foresman Social Studies
CAREER DEVELOPMENT		
Demonstrate career development skills in planning for post high school experiences.	Assess personal characteristics related to educational and career goals.	<p>4 Regions: Assessment Options, 1e, 14, 21, 30, 39, 48, 70, 77, 95e, 106, 115, 117, 127, 131, 138, 157e, 161, 174, 180, 189, 203, 212, 223e, 233, 243, 249, 257, 265, 272, 280, 291e, 301, 309, 319, 327, 335, 341, 348, 359e, 371, 382, 388, 395, 404, 414; Lesson Reviews, 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, 415</p> <p>4 Oregon: Assessment Options, 10, 29, 54, 74; Lesson Reviews, 12, 25, 31, 39, 45, 57, 68, 76, 85, 94, 108, 116, 127, 135</p> <p>5: Assessment Options, 1e, 1, 42, 44, 45e, 45, 72, 73, 98, 99, 118, 119, 122, 124, 125e, 125, 152, 153, 186, 187, 190, 192, 193e, 193, 228, 229, 252, 253, 256, 258, 259e, 259, 292, 293, 322, 323, 326, 328, 329e, 329, 358, 359, 386, 387, 390, 393e, 426, 427, 448, 449, 452, 454, 455e, 455, 488, 522, 523, 526, 528; Lesson Reviews, 11, 17, 22, 30, 57, 64, 69, 80, 85, 91, 97, 104, 109, 115, 138, 145, 150, 162, 167, 173, 182, 207, 214, 220, 227, 236, 243, 251, 273, 282, 291, 300, 308, 319, 343, 350, 355, 366, 376, 384, 406, 413, 520, 536, 441, 445, 446, 474, 482, 487, 496, 503, 511, 521</p>
	Research and analyze career and educational information.	<p>4 Regions: Trade Then and Now, 72–79; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407</p> <p>4 Oregon: Biography, 69, 95, 109</p> <p>5: Free Enterprise, 18–22; Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497</p>

Standard	Criteria	Scott Foresman Social Studies
	Develop and discuss a current plan designed to achieve personal, educational, and career goals.	<p>4 Regions: Lesson Objectives, 10, 16, 18, 24, 26, 32, 38, 45, 46, 53, 54, 56, 60, 66, 72, 80, 86, 104, 110, 112, 116, 120, 126, 130, 134, 136, 139, 140, 142, 147, 148, 166, 170, 172, 176, 178, 188, 193, 194, 200, 202, 207, 208, 210, 214, 232, 238, 240, 242, 246, 250, 256, 260, 262, 264, 267, 270, 275, 276, 283, 300, 305, 306, 308, 312, 314, 318, 324, 329, 330, 332, 338, 344, 346, 349, 350, 368, 374, 376, 378, 384, 389, 394, 398, 400, 407, 408, 410, 416</p> <p>4 Oregon: Lesson Objectives, 20, 24, 28, 32, 36, 44, 48, 52, 56, 60, 68, 72, 76, 80</p> <p>5: Lesson Objectives, 6, 12, 14, 18, 23, 24, 31, 32, 34, 39, 54, 60, 65, 70, 76, 81, 82, 86, 88, 92, 94, 102, 105, 106, 110, 116, 134, 139, 140, 142, 146, 151, 156, 163, 164, 168, 174, 176, 183, 184, 202, 208, 210, 215, 216, 221, 224, 232, 238, 240, 244, 246, 254, 268, 274, 276, 283, 284, 286, 296, 302, 309, 310, 312, 314, 320, 338, 344, 351, 352, 356, 362, 367, 368, 370, 377, 378, 380, 385, 402, 407, 408, 414, 416, 421, 422, 424, 430, 437, 438, 442, 446, 464, 468, 470, 475, 476, 483, 484, 492, 497, 498, 504, 506, 512, 514, 516</p>

Standard	Criteria	Scott Foresman Social Studies
	Monitor and evaluate educational and career goals.	<p>4 Regions: Assessment Options, 1e, 14, 21, 30, 39, 48, 70, 77, 95e, 106, 115, 117, 127, 131, 138, 157e, 161, 174, 180, 189, 203, 212, 223e, 233, 243, 249, 257, 265, 272, 280, 291e, 301, 309, 319, 327, 335, 341, 348, 359e, 371, 382, 388, 395, 404, 414; Lesson Reviews, 15, 23, 31, 44, 52, 59, 71, 79, 85, 109, 115, 119, 129, 133, 138, 146, 169, 175, 183, 192, 199, 206, 213, 237, 245, 249, 259, 266, 274, 282, 304, 311, 317, 328, 337, 343, 348, 373, 383, 388, 397, 406, 415</p> <p>4 Oregon: Assessment Options, 10, 29, 54, 74; Lesson Reviews, 12, 25, 31, 39, 45, 57, 68, 76, 85, 94, 108, 116, 127, 135</p> <p>5: Assessment Options, 1e, 1, 42, 44, 45e, 45, 72, 73, 98, 99, 118, 119, 122, 124, 125e, 125, 152, 153, 186, 187, 190, 192, 193e, 193, 228, 229, 252, 253, 256, 258, 259e, 259, 292, 293, 322, 323, 326, 328, 329e, 329, 358, 359, 386, 387, 390, 393e, 426, 427, 448, 449, 452, 454, 455e, 455, 488, 522, 523, 526, 528; Lesson Reviews, 11, 17, 22, 30, 57, 64, 69, 80, 85, 91, 97, 104, 109, 115, 138, 145, 150, 162, 167, 173, 182, 207, 214, 220, 227, 236, 243, 251, 273, 282, 291, 300, 308, 319, 343, 350, 355, 366, 376, 384, 406, 413, 520, 536, 441, 445, 446, 474, 482, 487, 496, 503, 511, 521</p>
	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	<p>4 Regions: See Social Studies Skills on pages 6, 100, 110, 134, 162, 208, 228, 240, 262, 296, 306, 330, 364 and 376.</p> <p>4 Oregon: See Social Studies Skills on pages 58–59 and 136–137.</p> <p>5: See Social Studies Skills on pages 4, 50, 86, 130, 174, 198, 208, 264, 284, 320, 334, 356, 398, 446, 460, and 468.</p>

Scott Foresman Social Studies
Grade Six—*The World*
to the
Oregon Social Sciences Content Standards

SOCIAL SCIENCES

The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between past, present, and future.

CIVICS AND GOVERNMENT: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Understand the purposes of government as stated in the Constitution and the specific provisions that limit the power of government in order to protect the rights of individuals.	6: 458-459, 464–465, 472-473
		<i>Distinguish the purposes of government as stated in the Preamble.</i>	6: 458-459, 464–465, 472-473
		<i>Understand how the power of government is limited in the United States.</i>	6: 458-459, 464–465, 472-473

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.</i>	6: 458-459, 464–465, 472-473
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.	Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.	6: 472-473
		<i>Identify the power and/or responsibility of each level of government.</i>	6: 472-473
		<i>Understand how laws are made and enforced at the federal, state, and local levels.</i>	6: 472-473
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.	Understand the powers of each branch of government as stated in the - Constitution.	6: 472-473
		<i>Understand the basic idea of checks and balances of each branch of the federal government.</i>	6: 472-473
		<i>Identify the legislative, executive, and judicial institutions at each level of government.</i>	6: 472-473

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand the powers and responsibilities of the executive branch of government.</i>	6: 472-473
		<i>Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.</i>	6: 472-473
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Understand citizens' rights and how the Constitution protects those rights.	6: 472-473
		<i>Identify and understand the rights of citizens guaranteed under the Bill of Rights.</i>	6: 472-473
Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	Understand how citizens can make their voices heard in the political process.	6: Citizen Heroes, 202, 293, 339, 471, 573, 643; Issues and Viewpoints, 228–229, 588–589

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Identify and give examples of ways that citizens can let their opinions be known in the political process.</i>	6: Citizen Heroes, 202, 293, 339, 471, 573, 643; Issues and Viewpoints, 228–229, 588–589
Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.	Identify and give examples of how groups and organizations can influence the actions of government.	6: 654–657, 660–663, 664–667, 669–671; Citizen Heroes, 202, 293, 339, 471, 573, 643; Issues and Viewpoints, 228–229, 588–589
		<i>Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.</i>	6: 532, 609, 654–657, 660–663, 664–667, 669–671; Citizen Heroes, 202, 293, 339, 471, 573, 643; Issues and Viewpoints, 228–229, 588–589
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	Understand how actions of the U.S. government affect citizens of both the United States and other countries.	6: 518–539, 540–565, 566–591, 644–649, 654–671
		<i>Know how the U.S. government affects citizens of other countries.</i>	6: 518–539, 540–565, 566–591, 644–649, 654–671
		<i>Know how U.S. government actions with other nations affect citizens of the United States.</i>	6: 518–539, 540–565, 566–591, 644–649, 654–671

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.	Understand various forms of government.	6: Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Theocracy, 169; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623
		<i>Compare and contrast various forms of government to the United States' government.</i>	6: Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Communism, 531, 578; City-States, 252–257; Empire, 266–269, 288–293, 322–325, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457-458, 459, 460, 462, 466-469, 471, 472-473, 588-589, 606-612, 621-623
Analyze the concepts of political power, authority, conflict, and conflict management.			6: 50, 51, 290, 327, 335, 398, 399, 458-459, 466-473, 472-473, 492-497, 499-503, 546, 547, 576-581, 606-613, 614-619, 620-625, 636-43, 644-649

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources).	6: 362, 363, 445, 449, 474–477, 478–480, 630–633
		<i>Know that people respond predictably to positive and negative incentives.</i>	6: 474–477, 478–480, 630–633
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.	Understand how trade-offs and opportunity costs can be identified and measured.	6: 362, 363, 445, 449, 474–477, 478–480, 543, 630–633
		<i>Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.</i>	6: 474–477, 478–480, 630–633
		<i>Distinguish between “needs” and “wants” in the U.S. and other countries of the world, and the impact of the media.</i>	6: 543, 630–633
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.	Understand how price is an incentive for both buyers and producers/sellers in the marketplace.	6: 474–477, 478–480, 630–633

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand how supply and demand respond predictably to changes in economic circumstances.</i>	6: 474–477, 478–480, 630–633
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.	Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems.	6: 474–477, 478–480, 630–633
		<i>Understand how decisions about production are made in traditional, capitalist, and command economies.</i>	6: 38, 59, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 630–633
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.	Understand the role of government and institutions in an economy.	Understand how banks function within the economy.	6: 336
		<i>Identify and give examples of the services of a bank, and know the role of banks in the economy.</i>	6: 336
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.	Identify and give examples of how the United States economy affects citizens of both the United States and other countries.	6: 448–449, 495, 542–547, 630–635, 664–667, 668–671
		<i>Give examples of how the United States economy affects citizens of the United States.</i>	6: 448–449, 495, 542–547, 630–635, 664–667, 668–671

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Give examples of how the United States economy affects citizens of other countries.</i>	6: 448–449, 495, 542–547, 630–635, 664–667, 668–671
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.	Understand the function of money.	6: 59, 336, 632
		<i>Understand how money functions as a means of exchange, a store of value, and a measure of value.</i>	6: 59, 336, 632
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Understand factors that determine personal income and predict future earnings, based on plans for education and training.	6: For related information see pages 474–477, 478–480, and 630–633.
		<i>Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.</i>	6: For related information see pages 476–477.
		<i>Understand that people’s incomes, in part, reflect choices they have made about education, training, skill development, and careers.</i>	6: For related information see pages 474–477, 478–480, and 630–633.
		<i>Understand how workers can increase their productivity by improving their skills or by using tools and machinery.</i>	6: 474–477, 478–480

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		Understand different ways that people invest and save.	6: 336, 542–547
		<i>Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.</i>	6: 336, 542–547
		<i>Understand that stocks, bonds, and other investments are ways people earn money.</i>	6: 336, 542–547

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections.	6: Map Handbook, H10-H24; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Gazetteer, R41–R49; Glossary, R58–R79
		<i>Use maps, charts, and graphs to understand patterns of movement over time and space.</i>	6: 15, 58, 130, 138, 142, 267, 286, 290, 296, 303, 332, 340, 341, 343, 373, 383, 407, 409, 410, 436, 441, 446, 448, 476, 488, 494, 549, 562, 624, 632, 634, 651, 655, 656
Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places.	6: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.</i>	6: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Charts and Graphs, 85, 104, 105, 292, 340, 341, 343, 475, 476, 490, 562, 563, 624, 631, 634, 647, 651, 655, 656, 661, 665; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Locate and identify on maps and globes the regions of the world and their prominent physical features.	6: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488,

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		(continued)	494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662
		<i>Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.</i>	6: Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify and compare physical and human characteristics of major regions and significant places in the world.	6: 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Locate and identify population centers and geographic reasons for their locations.</i>	6: 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260z264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
		<i>Identify, locate, and compare the cultural characteristics of places and regions.</i>	6: 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667
		<i>Recognize relationships between the physical and cultural characteristics of a place or region.</i>	6: 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.			6: 10-17, 18-25, 34-39, 78-83, 100-105, 122-127, 162-167, 186-189, 208-211, 228-229, 246-251, 276-281, 322-325, 370-373, 392-395, 660-663, 664-667
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.	Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions.	6: 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260z264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Identify patterns of population distribution and infer causes.</i>	6: 48–50, 54–59, 128–130, 168–173, 174–177, 196–199, 252–259, 260z264, 276–281, 326–328, 374–378, 474–477, 478–481, 486–491, 492–496, 654–659
		<i>Recognize and identify patterns of migration streams in U.S. history.</i>	6: 444–451, 654–659
		<i>Understand how migration streams affect the spread of cultural traits.</i>	6: 15, 58, 130, 138, 142, 267, 286, 290, 296, 303, 332, 340, 341, 343, 373, 383, 407, 409, 410, 436, 441, 446, 448, 476, 488, 494, 549, 562, 624, 632, 634, 651, 655, 656
Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.	Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.	6: 438–442, 444–451, 466–473, 474–477, 478–481, 492–497, 526–533, 548–555, 576–580, 644–649, 654–659, 660–663, 664–667, 668–671
		<i>Identify and give examples of economic, cultural, and environmental factors that influence population.</i>	6: 438–442, 444–451, 466–473, 474–477, 478–481, 492–497, 526–533, 548–555, 576–580, 644–649, 654–659, 660–663, 664–667, 668–671
		<i>Predict the affect of a given economic, cultural, or environmental change on a population.</i>	6: 438–442, 444–451, 466–473, 474–477, 478–481, 492–497, 526–533, 548–555, 576–580, 644–649, 654–659, 660–663, 664–667, 668–671

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how human modification of the physical environment in a place affects both that place and other places.	6: 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667
		<i>Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.</i>	6: 476–477, 655
		<i>Understand how clearing vegetation affects the physical environment of a place and other places.</i>	6: Problems and Solutions, 662–663
	Understand how physical characteristics in the environment and changes in the environment affect human activities.	Understand how changes in a physical environment affect human activity.	6: 75, 81, 102, 125, 163
		<i>Understand how changes in the physical environment can increase or diminish capacity to support human activity.</i>	6: 75, 81, 102, 125, 163
		<i>Understand how climatic events or climate change affect human activity.</i>	6: 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661
		<i>Predict how changes in an ecosystem (not caused by human activity) might influence human activity.</i>	6: 23, 35–36, 75, 79, 81, 102, 103, 123, 125, 163, 164, 371, 661

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.			6: 38, 39, 58, 59, 89, 94, 99, 110, 112, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 379, 381, 385, 431, 439, 445, 449, 474-477, 478-481, 630-633, 668-671
Understand the geographic results of resource use and management programs and policies.			6: Earth's Resources, 660–663

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
<p>HISTORICAL SKILLS</p> <p>Interpret and reconstruct chronological relationships.</p>	<p>Understand, represent, and interpret chronological relationships in history.</p>	<p>Represent and interpret data and chronological relationships from history, using timelines and narratives.</p>	<p>6: Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–1515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40; Sequence, 318–319; Reading Skills: Sequence, 6–7, 10, 11, 12, 14, 16, 18, 28, 35, 36, 37, 38, 43, 48, 50, 52, 61, 80, 87, 101, 108, 135, 171, 176, 191, 195, 197, 202, 221, 270, 296, 301, 303, 322, 323, 324, 325, 326, 332, 341, 346, 348, 355, 361, 365, 375, 376, 381, 387, 396, 397, 398, 410, 457, 495, 498, 531, 535, 550, 551, 572, 577, 578, 580, 584, 607, 608, 613, 621, 625, 670</p>
		<p><i>Identify and create chronologies of events.</i></p>	<p>6: Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–1515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40; Sequence, 318–319; Reading Skills: Sequence, 6–7,</p>

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		(continued)	10, 11, 12, 14, 16, 18, 28, 35, 36, 37, 38, 43, 48, 50, 52, 61, 80, 87, 101, 108, 135, 171, 176, 191, 195, 197, 202, 221, 270, 296, 301, 303, 322, 323, 324, 325, 326, 332, 341, 346, 348, 355, 361, 365, 375, 376, 381, 387, 396, 397, 398, 410, 457, 495, 498, 531, 535, 550, 551, 572, 577, 578, 580, 584, 607, 608, 613, 621, 625, 670
		<i>Compare and contrast historical interpretations.</i>	6: Reading Skills: Compare and Contrast, 158–159; Then and Now, 20, 126, 223, 301, 358, 500, 544; Compare and Contrast, 5, 25, 27, 35, 41, 49, 55, 59, 73, 83, 86, 89, 90, 93, 102, 107, 109, 111, 116, 117, 139, 141, 142, 157, 162, 163, 164, 165, 168, 169, 172, 175, 178, 186, 187, 188, 189, 192, 195, 198, 208, 209, 210, 212, 213, 218, 220, 221, 222, 223, 227, 229, 241, 252, 254, 262, 277, 281, 283, 284, 289, 295, 296, 299, 302, 317, 323, 329, 333, 341, 348, 352, 358, 361, 371, 378, 382, 385, 425, 440, 441, 442, 447, 456, 459, 465, 474, 479, 481, 491, 497, 502, 522, 527, 528, 529, 546, 551, 560, 563, 570, 583, 585, 601, 615, 633, 638, 640, 646, 647, 669

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Analyze cause and effect relationships, including multiple causalities.	Identify and analyze cause and effect relationships in history.	Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.	6: Reading Social Studies: Cause and Effect, 516–517; Cause-and-Effect, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382, 383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431, 435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 516, 517, 520, 521, 523, 526, 528, 529, 30, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.	Identify and give examples of chronological patterns and recognize them in related events over time.	6: Time Lines, 2–3, 4–5, 70–71, 72–73, 154–155, 156–157, 238–239, 240–241, 314–315, 316–317, 422–423, 424–425, 512–513, 514–515, 598–599, 600–601; Parallel Time Lines, 524–525, R29–R40; Sequence, 318–319; Reading Skills: Sequence, 6–7, 10, 11, 12, 14, 16, 18, 28, 35, 36, 37, 38, 43, 48, 50, 52, 61, 80, 87, 101, 108, 135, 171, 176, 191, 195, 197, 202, 221, 270, 296, 301, 303, 322, 323, 324, 325, 326, 332, 341, 346, 348, 355, 361, 365, 375, 376, 381, 387, 396, 397, 398, 410, 457, 495, 498, 531, 535, 550, 551, 572, 577, 578, 580, 584, 607, 608, 613, 621, 625, 670
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.	Evaluate data within the context it was created, testing its reliability, credibility, and bias.	6: Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Reading Social Studies, 6, 74, 158, 242, 318, 426, 516, 602; Thinking Skills, 60, 216, 574, 624; Chapter Reviews, 30–31, 62–63, 96–97, 118–119, 146–147, 182–183, 204–205, 230–231, 272–273, 306–307, 342–343, 366–367, 388–389, 414–415, 452–453, 482–483, 504–505, 538–539, 564–565, 590–591, 626–627, 672–673

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).			6: Reading Social Studies, 6, 74, 158, 242, 318, 426, 516, 602; Thinking Skills, 60, 216, 574, 624; Chapter Reviews, 30-31, 62-63, 96-97, 118-119, 146-147, 182-183, 204-205, 230-231, 272-273, 306-307, 342-343, 366-367, 388-389, 414-415, 452-453, 482-483, 504-505, 538-539, 564-565, 590-591, 626-627, 672-673
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history.	Understand the importance and lasting influence of issues, events, people, and developments in world history.	Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.	6: Early Civilization, 32–33, 34–39, 40–47, 48–53, 54–61, 62–63; Ancient Egypt and Nubia, 76–77, 78–83, 84–91, 92–95, 96–97; Ancient China, 98–99, 100–105, 106–113, 114–117, 118–119; Ancient India and Persia, 120–121, 122–127, 128–135, 136–139, 140–145, 146–147; Mesoamerican Civilizations, 160–161, 162–167, 168–173, 174–181, 182–183; The Early People of South America, 184–185, 186–189, 190–195, 196–203, 204–205; Ancient Greece, 244–245, 246–251, 252–259, 260–265, 266–271, 272–273

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.</i>	6: Early Civilization, 32–33, 34–39, 40–47, 48–53, 54–61, 62–63; Ancient Egypt and Nubia, 76–77, 78–83, 84–91, 92–95, 96–97; Ancient China, 98–99, 100–105, 106–113, 114–117, 118–119; Ancient India and Persia, 120–121, 122–127, 128–135, 136–139, 140–145, 146–147; Mesoamerican Civilizations, 160–161, 162–167, 168–173, 174–181, 182–183; The Early People of South America, 184–185, 186–189, 190–195, 196–203, 204–205; Ancient Greece, 244–245, 246–251, 252–259, 260–265, 266–271, 272–273
		<i>Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire, and how they are reflected in the law, government, economy and society of the United States.</i>	6: Ancient Rome, 274–275, 276–281, 282–287, 288–293, 294–297, 298–304, 306–307
		<i>Understand the importance of the rise of Islam and its interaction with Europe.</i>	6: Islam, 330–333, 334–338, 339, 342–343

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.</i>	6: Asian Empire, 344–345, 346–349, 350–355, 356–359, 360–365, 366–367; African Empires, 368–369, 370–373, 374–379, 380–387, 388–389
		<i>Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.</i>	6: Medieval Europe, 390–391, 392–395, 396–399, 400–405, 406–413, 414–415
		<i>Understand the characteristics and impact of Renaissance thinking, art, and learning.</i>	6: The Renaissance, 430–437, 443–444, 452–453
U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.	Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post American Revolution through 1900.	6: 518–539, 540–565, 566–591, 644–649
		<i>Identify and understand the issues and events that were addressed at the Constitutional Convention.</i>	6: Constitution, 472, 473. See Grade 5 pages 336–359.
		<i>Trace the route and understand the significance of the Lewis and Clark Expedition.</i>	6: For related information see page 465. See Grade 5 pages 370–377.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.</i>	6: For related information see page 465. See Grade 5 pages 370–377 and 428–449.
		<i>Understand the effects of Jacksonian Democracy on political practices.</i>	6: For related information see Andrew Jackson pages 216–217. See Grade 5 pages 402–407.
		<i>Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.</i>	6: 441, 448, 449. See Grade 5 pages 113, 206–207.
		<i>Understand how the abolitionists advocated for the end of slavery and the impact of their activities.</i>	6: For related information see pages 441, 448, and 449. See Grade 5 pages 470–475.
		<i>Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.</i>	6: 441, 448, 449. See Grade 5 pages 206–207, 213, 224–227, 466–467.
		<i>Identify and understand the events that led to the Civil War.</i>	6: For related information see pages 441, 448, and 449. See Grade 5 pages 462–489.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
		<i>Understand the political, economic, and social causes, course, and impact of the Civil War.</i>	6: For related information see pages 441, 448, and 449. See Grade 5 pages 490–523.
		<i>Understand how Reconstruction affected the country.</i>	6: For related information see Civil Rights Movement page 611. See Grade 5 pages 516–521.
		<i>Identify and understand Constitutional changes that resulted from the Civil War and Reconstruction.</i>	6: For related information see Civil Rights Movement page 611. See Grade 5 pages 516–521.
		<i>Understand the effects of Indian War and the opening of the West on Native American tribes.</i>	6: For related information see Native Americans pages 216–217. See Grade 5 pages 428–449.
		<i>Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.</i>	6: For related information see immigration on pages 656–657.
		<i>Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii (“Manifest Destiny”).</i>	6: 445, 492–496
		<i>Understand the effect of territorial expansion on other nations and their people.</i>	6: 486–489, 492–496

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
<p>STATE & LOCAL HISTORY</p> <p>Understand and interpret the history of the state of Oregon.</p>	<p>Understand and interpret events, issues, and developments in Oregon history.</p>	<p>Understand how various groups of people were affected by events and developments in Oregon state history.</p>	<p>6: For related information see pages 518–539, 540–565, 566–591, and 644–649.</p>
		<p><i>Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.</i></p>	<p>6: For related information see pages 518–539, 540–565, 566–591, and 644–649.</p>
		<p><i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.</i></p>	<p>6: For related information see pages 518–539, 540–565, 566–591, and 644–649.</p>
<p>Understand and interpret events, issues, and developments in the history of one’s family, local community, and culture.</p>	<p>Understand and interpret events, issues, and developments in local history.</p>	<p>Understand the lasting influence of events and developments in local history.</p>	<p>6: For related information see Living in the 21st Century pages 652–673.</p>

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Clarify key aspects of an event, issue, or problem through inquiry and research.	6: 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	6: 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Examine a controversial event, issue, or problem from more than one perspective.	6: 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639

Common Curriculum Goals	Content Standards	Benchmark 3 (Grade 8)	Scott Foresman Social Studies
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Examine the various characteristics, causes, and effects of an event, issue, or problem.	6: 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.	6: 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639

**Scott Foresman Social Studies
Grade 6 The World
To the
Oregon Career-Related Learning Standards**

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experience. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria are being developed for local assessment of the CRLS for the CAM. See the Department’s web site for more information (www.ode.state.or.us/cimcam/pdf/cam-asmt-project-draft-nov02.pdf). The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document is available on the Department’s web site at www.ode.state.or.us/opte/cam/crls.pdf.

Standard	Criteria	Scott Foresman Social Studies
PERSONAL MANAGEMENT		
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks.	6: Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	6: Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639

Standard	Criteria	Scott Foresman Social Studies
	Maintain regular attendance and be on time.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633 and Unit Projects pages 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, and 678.
	Maintain appropriate interactions with colleagues.	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
PROBLEM SOLVING		
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
	Identify alternatives to solve problems.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
	Assess the consequences of the alternatives.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
	Select and explain a proposed solution and course of action.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639

Standard	Criteria	Scott Foresman Social Studies
	Develop a plan to implement the selected course of action.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
	Assess results and take corrective action.	6: Issues and Viewpoints, 228, 588; Solving Complex Problems, 574; Making Decisions, 125, 176, 263, 265, 300, 480, 527, 545; Solve Problems, 130, 145, 171, 197, 375, 397, 436, 522, 639
COMMUNICATION		
Demonstrate effective communication skills to give and receive information in school, community, and workplace.	Locate, process, and convey information using traditional and technological tools.	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678; Internet Searches, 1c, 8b, 32b, 69c, 76b, 98b, 120b, 153c, 160b, 184b, 206b, 237c, 244b, 274b, 313c, 320b, 344b, 368b, 390b, 421c, 428b, 454b, 484b, 511c, 518b, 540b, 566b, 597c, 604b, 628b, 652b
	Listen attentively and summarize key elements of verbal and non-verbal communication.	6: Curriculum Connection: Drama, 1f, 69f, 153f, 237f, 256, 313f, 384, 404, 421f, 511f, 597f

Standard	Criteria	Scott Foresman Social Studies
	Give and receive feedback in a positive manner.	6: Performance Assessment, 1, 31, 62, 63, 66, 68, 69e, 69, 96, 97, 118, 146, 147, 150, 152, 153e, 153, 182, 183, 204, 205, 230, 231, 234, 236, 237e, 237, 272, 273, 306, 307, 310, 312, 313e, 313, 342, 343, 366, 367, 388, 389, 414, 415, 418, 420, 421e, 421, 452, 453, 482, 483, 504, 505, 508, 510, 511e, 511, 538, 539, 564, 565, 590, 591, 594, 596, 597e, 597, 626, 627, 650, 651, 672, 673, 676, 678
	Read technical/instructional materials for information and apply to specific tasks.	6: Internet Searches, 1c, 8b, 32b, 69c, 76b, 98b, 120b, 153c, 160b, 184b, 206b, 237c, 244b, 274b, 313c, 320b, 344b, 368b, 390b, 421c, 428b, 454b, 484b, 511c, 518b, 540b, 566b, 597c, 604b, 628b, 652b
	Write instructions, technical reports, and business communications clearly and accurately.	6: Curriculum Connection: Writing, 1f, 17, 38, 44, 46, 57, 65, 69f, 85, 104, 117, 135, 144, 153f, 155, 179, 181, 191, 202, 228, 237f, 269, 281, 297, 305, 313f, 315, 341, 365, 379, 421f, 437, 491, 497, 499, 506, 511f, 531, 580, 597f, 598, 608, 625, 638, 645, 658; Link to Writing, 16, 23, 81, 95, 103, 112, 117, 127, 134, 143, 193, 224, 279, 297, 304, 325, 349, 355, 398, 437, 442, 449, 470, 489, 503, 561, 572, 587, 623, 649
	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	6: Curriculum Connection: Drama, 1f, 69f, 153f, 237f, 256, 313f, 384, 404, 421f, 511f, 597f

Standard	Criteria	Scott Foresman Social Studies
TEAMWORK		
Demonstrate effective teamwork in school, community, and workplace.	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
EMPLOYMENT FOUNDATIONS		
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633. Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
	Select, apply, and maintain tools and technologies appropriate for the workplace.	6: See Social Study Skills on pages 6, 60, 74, 144, 158, 216, 242, 280, 318, 364, 386, 426, 472, 516, 574, 602, and 624.

Standard	Criteria	Scott Foresman Social Studies
	Identify parts of organizations and systems and how they fit together.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633.
	Describe how work moves through a system.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633.
	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633.
	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.	6: Hands-On Unit Project, 1, 31, 63, 68, 69, 97, 147, 150, 152, 153, 183, 205, 231, 234, 236, 237, 273, 307, 310, 312, 313, 343, 367, 389, 415, 418, 420, 421, 453, 483, 505, 508, 510, 511, 539, 565, 591, 594, 596, 597, 627, 651, 673, 676, 678
	Explain and follow health and safety practices in the work environment.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633.
	Explain and follow regulatory requirements, security procedures, and ethical practices.	6: For related information see The Industrial Revolution pages 474–477 and Economic Cooperation pages 630–633.

Standard	Criteria	Scott Foresman Social Studies
CAREER DEVELOPMENT		
Demonstrate career development skills in planning for post high school experiences.	Assess personal characteristics related to educational and career goals.	6: Assessment Options, 1e, 14, 21, 29, 37, 45, 50, 55, 69e, 80, 90, 94, 101, 102, 111, 116, 124, 130, 138, 141, 153e, 163, 169, 176, 187, 192, 198, 211, 213, 221, 223, 237e, 248, 253, 261, 267, 277, 284, 290, 296, 301, 313e, 323, 332, 335, 337, 347, 353, 358, 372, 375, 381, 393, 398, 403, 407, 421e, 431, 439, 445, 457, 469, 479, 487, 494, 501, 511e, 522, 528, 535, 545, 549, 560, 569, 578, 597e, 607, 622, 632, 647, 655, 662, 665, 669; Lesson Reviews, 16, 23, 29, 39, 46, 53, 59, 81, 90, 95, 103, 112, 127, 127, 134, 139, 143, 165, 173, 180, 189, 193, 201, 211, 215, 221, 224, 251, 256, 264, 271, 279, 287, 292, 297, 304, 325, 328, 333, 338, 349, 355, 359, 363, 373, 378, 385, 395, 398, 405, 411, 437, 442, 449, 462, 470, 477, 481, 489, 496, 503, 523, 532, 537, 547, 554, 561, 572, 580, 587, 612, 618, 623, 633, 641, 649, 657, 663, 667, 671
	Research and analyze career and educational information.	6: Biography, 44, 47, 51, 91, 113, 135, 181, 203, 225, 257, 264, 305, 329, 379, 399, 443, 463, 497, 533, 555, 581, 613
	Develop and discuss a current plan designed to achieve personal, educational, and career goals.	6: Lesson Objectives, 2, 4, 6, 10, 17, 18, 24, 26, 34, 40, 44, 47, 48, 51, 54, 60, 64, 68, 70, 72, 74, 78, 82, 84, 88, 91, 92, 100, 104, 106, 113, 114, 122, 128, 135, 136, 140, 144, 152, 156, 158, 162, 166, 168, 174, 181, 190, 202, 208, 216, 222, 226, 232, 238, 242, 252, 258, 265, 276, 282, 293, 298, 312, 316, 322, 330, 339, 346, 354, 360, 370, 374, 380, 392, 399, 406, 412, 420, 424, 430, 443, 450, 463, 466, 472, 478, 490, 492, 498, 506, 512, 516, 520, 526, 534, 548, 556, 558, 568, 574, 581, 588, 592, 598, 600, 606, 613, 619, 624, 634, 642, 644, 654, 658, 660, 664, 668, 674, 678

Standard	Criteria	Scott Foresman Social Studies
	Monitor and evaluate educational and career goals.	<p>6: Assessment Options, 1e, 14, 21, 29, 37, 45, 50, 55, 69e, 80, 90, 94, 101, 102, 111, 116, 124, 130, 138, 141, 153e, 163, 169, 176, 187, 192, 198, 211, 213, 221, 223, 237e, 248, 253, 261, 267, 277, 284, 290, 296, 301, 313e, 323, 332, 335, 337, 347, 353, 358, 372, 375, 381, 393, 398, 403, 407, 421e, 431, 439, 445, 457, 469, 479, 487, 494, 501, 511e, 522, 528, 535, 545, 549, 560, 569, 578, 597e, 607, 622, 632, 647, 655, 662, 665, 669; Lesson Reviews, 16, 23, 29, 39, 46, 53, 59, 81, 90, 95, 103, 112, 127, 127, 134, 139, 143, 165, 173, 180, 189, 193, 201, 211, 215, 221, 224, 251, 256, 264, 271, 279, 287, 292, 297, 304, 325, 328, 333, 338, 349, 355, 359, 363, 373, 378, 385, 395, 398, 405, 411, 437, 442, 449, 462, 470, 477, 481, 489, 496, 503, 523, 532, 537, 547, 554, 561, 572, 580, 587, 612, 618, 623, 633, 641, 649, 657, 663, 667, 671</p>
	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	<p>6: See Social Study Skills on pages 6, 60, 74, 144, 158, 216, 242, 280, 318, 364, 386, 426, 472, 516, 574, 602, and 624.</p>