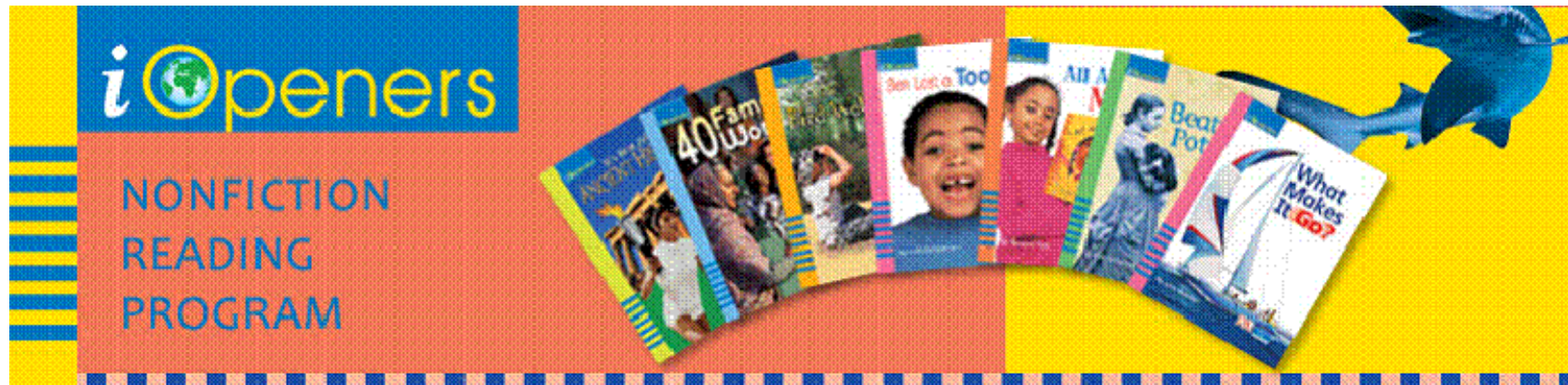


A Correlation of

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



Scott Foresman Social Studies © 2011 and iOpeners © 2003
to the
DoDEA Social Studies Standards 2009

Grades K – 3

PEARSON

D/SS-1

INTRODUCTION

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** © 2011 and **iOpeners** © 2003 in meeting the *DoDEA Social Studies Standards (2009)*. *Scott Foresman Social Studies* correlation page references are to the Teacher's Edition (K–3), Big Books (K–2) and Student Edition (Grade 3). Corresponding Leveled Reader titles are also included. *iOpeners* correlation references are to the Teaching Plans (TP).

Pearson is pleased to present our **Scott Foresman Social Studies**, Kindergarten – Grade 3, 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.

Introduction

iOpeners equips K-6 students with the skills and strategies they need to access and comprehend nonfiction so that they're not only learning to read but reading to learn. The high-interest content and eye-popping photography of **iOpeners** brings science, social studies, and math topics to life, raises student achievement in reading, and boosts standardized test scores. **iOpeners** also helps to:

Empower students to succeed on high-stakes tests through ample, built-in standardized test practice.

Build comprehension and raise student achievement in reading through specific nonfiction text features and genres.

Connect nonfiction reading to nonfiction writing with activities that prepare students for life.

Support curriculum requirements in science and social studies, with links to standards.

Motivate students with high-interest content and striking visuals.

Table of Contents

Content

**Scott Foresman Social Studies © 2011 Here We Go and iOpeners © 2003
to the
DoDEA Social Studies Standards 2009
Kindergarten**

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
Social Studies Content Standards (SS):		
<p>Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.</p>		
Civics and Government		
KSS1: Demonstrate knowledge of the qualities of a responsible citizen.		
<p>KSS1.a: Follow rules, share, take turns, and cooperate.</p>	<p>Big Book: Unit 1 Lessons 3, 5, 6; Unit 2 Lesson 4</p> <p>TE: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42; Rules, 81–84</p> <p>Leveled Readers and Teacher Guides: Rules; Why We Have Rules; Rules Make Life Work</p>	<p><i>Lend a Hand</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p>See also Group work activities: <i>Looking at Cities</i>; TP 3 Learn Through the Text <i>The Way Things Were</i>; TP 3 Learn Through the Text <i>Encyclopedia of Places</i>; TP 3 Learn Through the Text <i>Lend a Hand</i>; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 3 Learn Through the Text</p>
<p>KSS1.b: Retell stories about people in the past that show honesty, determination, courage, and responsibility.</p>	<p>Big Book: Unit 5 Lessons 2–5, 7</p> <p>TE: First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Celebrations, 267–270; Scientists and</p>	<p>See supporting activity: <i>The Way Things Were</i>; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
	Inventors, 275–279 Leveled Readers and Teacher Guides: George Washington; George Washington: Our First President; George Washington: Father of Our Country	
KSS1.c: Recognize national symbols and icons. Examples: Flags, Pledge of Allegiance, and Statue of Liberty	Big Book: Unit 5 Lessons 1, 4, 5 TE: Symbols Preview, 244–245; National Symbols, 251–254; Thanksgiving, 263–266; Comparing Flags, 270; Make a United States Flag, 282	
KSS1.d: Sing songs that express American ideals.	TE: Begin with Songs and Poems, 242–243; End with a Song, 280–282	
Geography		
KSS2: Students compare and contrast the locations of people, places, and environments and describe their characteristics.		
KSS2.a: Describe the relative locations of objects using the terms near/far, left/right, and behind/in front.	Big Book: Unit 1 Lesson 4; Unit 2, Lessons 1, 2 TE: Positions, 31–34; Maps, 73–76 Leveled Readers and Teacher Guides: Neighbors Near and Far	<i>My Gymnastics Class</i> ; TP 1 Introduce the Book; TP 2 Read the Book
KSS2.b: Distinguish between land and water on maps and globes and locate general areas that are personally relevant (where they live now, where family members live, where parents are deployed) and that are referenced in literature.	Big Book: Unit 1 Lesson 1; Unit 2, Lessons 1, 2, 6; Unit 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10; Unit 6 Lesson 7 TE: Homes, 23–26; Neighborhoods, 69–72; Maps, 73–76; Communities, 89–92; Forests, 193–196; Plains, 197–200; Mountains, 201– 204; Oceans, 205–208; Maps, 209–212;	See related activities: <i>Encyclopedia of Places</i> ; TP 3 Learn Through the Text <i>A Trip to the Beach</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
	United States Map, 213–216; World Map, 217–220; Globe, 221–223; Land or Water? 224; Places We Go, 325–329	
<p>KSS2.c: Identify traffic symbols and map symbols.</p> <p>Examples: stop sign, school crossing and symbols for land, water, roads, and cities on a map</p>	<p>Big Book: Unit 2 Lesson 3; Unit 4 Lesson 7</p> <p>TE: Count Map Symbols, 76; Signs, 77–80; Maps, 209–212</p>	
<p>KSS2.d: Describe characteristics of the school’s layout and environment.</p>	<p>Big Book: Unit 1 Lessons 5, 6, 7</p> <p>TE: School Rules, 35–38; Solving Problems, 39–42; School Helpers, 43–47</p>	<p><i>Looking at Cities</i>; TP 1 Introduce the Book</p>
<p>KSS2.e: Identify neighborhood characteristics and the jobs that people do in neighborhoods.</p>	<p>Big Book: Unit 2 Lessons 1, 2, 3, 4, 5, 6; Unit 3 Lessons 1, 2, 3</p> <p>TE: Neighborhoods, 69–72; Maps, 73–76; Signs, 77–80; Rules, 81–84; Community Helpers, 85–88; Communities, 89–92; Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130</p> <p>Leveled Readers and Teacher Guides: Jobs, Jobs, Jobs; Who Does This Job?; Jobs In My Community</p>	<p><i>Homes Around the World</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Looking at Cities</i>; TP 3 Learn Through the Text</p> <p><i>Lend a Hand</i>; TP 3 Learn Through the Text</p> <p><i>Make a House</i>; TP 3 Learn Through the Text</p>
<p>KSS2.f: Construct maps and models of neighborhoods, incorporating such structures as homes, park, grocery store, places of worship, and transportation lines.</p>	<p>Big Book: Unit 2 Lesson 2; Unit 4 Lesson 7</p> <p>TE: Model Neighborhood, 72; Maps, 73–75; Map the Neighborhood, 76; A Simple Map, 209; Maps, 210–211; Make a Map, 212</p> <p>Leveled Readers and Teacher Guides: For related material: After Reading activities: My Neighborhood; Neighbors Near and Far</p>	<p>See supporting instruction:</p> <p><i>Homes Around the World</i>; TP 3 Learn Through the Text</p> <p><i>Looking at Cities</i>; TP 3 Learn Through the Text</p> <p><i>Make a House</i>; TP 1 Introduce the Book; TP 2 Read the Book;</p> <p>TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
		<i>Planes, Trains, and More</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
History		
KSS3: Students describe and compare objects, people, and events from America’s past.		
KSS3.a: Identify the purposes of, and the people and events honored in, federal holidays, including the human struggles that were the basis for the events.	Big Book: Unit 2 Lesson 7; Unit 5 Lessons 4, 5 TE: Holidays, 93–96, 263–266, 267–270; School at Home, TR11; Calendar Activities, TR17–TR28	
KSS3.b: Retell the triumphs in American legends and historical accounts through stories. Examples: Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Harriet Tubman	Big Book: Unit 5 Lessons 2, 6, 4, 5, 7 TE: First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Celebrations, 267–270; Scientists and Inventors, 275–279 Leveled Readers and Teacher Guides: George Washington; George Washington: Our First President; George Washington: Father of Our Country	
KSS3.c: Compare people, objects, and events of today and long ago. Examples: getting water from a well, making butter, growing food, making clothing, entertainment, and using transportation	Big Book: Unit 3 Lesson 3; Unit 5 Lessons 6, 7; Unit 6 Lesson 4 TE: Jobs Then and Now, 127–130; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Then and Now, 313–316	<i>The Way Things Were</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
Individuals, Culture and Society		
KSS4: Students explore and describe similarities and differences in the ways groups, societies and cultures address similar needs and concerns.		

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
<p>KSS4.a: Identify common interests among people in the school and community.</p>	<p>Big Book: Unit 1 Lessons 3, 6, 7; Unit 2 Lessons 6, 7; Unit 5 Lessons 4, 5; Unit 6 Lessons 1, 3, 5, 6, 7</p> <p>TE: Getting Along, 27–30; Solving Problems, 39–42; School Helpers, 43–47; Communities, 89–92; Celebrations, 93–97; Thanksgiving, 263–266; Celebrations, 267–270; Alike and Different, 301–304; Family Celebrations, 309–312; Special Foods, 317–320; Games, 321–324; Places We Go, 325–329</p> <p>Leveled Readers and Teacher Guides: It’s My Birthday!; Happy Birthday to Me!; Birthday Celebrations</p>	<p><i>Lend a Hand</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>My Gymnastics Class</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>A Trip to the Beach</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>KSS4.b: Discuss how people in a society help one another.</p>	<p>Big Book: Unit 1 Lessons 3, 6, 7; Unit 2 Lesson 5; Unit 5 Lesson 7</p> <p>TE: Getting Along, 27–30; Solving Problems, 39–42; School Helpers, 43–47; Community Helpers, 85–88; People Who Help Us, 278</p> <p>Leveled Readers and Teacher Guides: Jobs In My Community</p>	<p><i>Looking at Cities</i>; TP 3 Learn Through the Text <i>Lend a Hand</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>KSS4.c: Explore the role of students in the school community.</p>	<p>Big Book: Unit 1 Lessons 5, 6, 7</p> <p>TE: School Rules, 35–38; Solving Problems, 39–42; School Helpers, 43–47</p> <p>Leveled Readers and Teacher Guides: Rules; Why We Have Rules; Rules Make Life Work</p>	<p><i>Lend a Hand</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>My Gymnastics Class</i>; TP 3 Learn Through the Text</p>
Economics		
<p>KSS5: Students explain how people do different jobs and work to meet wants and needs.</p>		

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
KSS5.a: Explain that people work to earn money to buy things.	Big Book: Unit 3 Lessons 1, 2, 3, 4, 5 TE: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138 Leveled Readers and Teacher Guides: Jobs, Jobs, Jobs; Who Does This Job?; Jobs In My Community	<i>Looking at Cities</i> ; TP 3 Learn Through the Text; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 3 Learn Through the Text
KSS5.b: Describe different kinds of jobs that people do at work and home.	Big Book: Unit 3 Lessons 2, 3 TE: Jobs, 123–126; Jobs Then and Now, 127–130 Leveled Readers and Teacher Guides: Jobs, Jobs, Jobs; Who Does This Job?; Jobs In My Community	<i>The Way Things Were</i> ; TP 1 Introduce the Book <i>Lend a Hand</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
Social Studies Skills (SSK):		
The intellectual skills noted below are to be learned through, and applied to, the content standards for Kindergarten. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection and research skills:		
KSSK1: Follow directions.	Big Book: Unit 2 Lessons 3, 4 TE: Signs, 77–80; Rules, 81–84. See all Hands-on Activities on pages 22, 26, 30, 34, 38, 42, 46, 72, 76, 80, 84, 92, 96, 122, 126, 130, 134, 138, 142, 146, 150, 154, 158, 162, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 254, 258, 262, 266, 270, 274, 278, 304, 306, 312, 316, 320, 324, and 328. Leveled Readers and Teacher Guides: See all After Reading activities.	<i>Homes Around the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Looking at Cities</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>The Way Things Were</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Encyclopedia of Places</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Lend a Hand</i> ; TP 1 Introduce the Book; TP 2

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
		Read the Book; TP 3 Learn Through the Text <i>My Gymnastics Class</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Trip to the Beach</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Make a House</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
KSSK2: Participate in making rules and guidelines.	Big Book: Unit 1 Lesson 5; Unit 2 Lesson 4; TE: New Classroom Rule, 37; Center Rules, 81; School Rules, 83; Be a Safety Star, 84 Leveled Readers and Teacher Guides: For related material: Rules; Why We Have Rules; Rules Make Life Work	<i>Lend a Hand</i> ; TP 3 Learn Through the Text <i>Make a House</i> ; TP 3 Learn Through the Text
KSSK3: Identify a map and globe and the purpose of each.	Big Book: Unit 2, Lesson 2; Unit 4, Lessons 7, 8, 9, 10 TE: Maps, 73–76; Maps, 209–212; United States Map, 213–216; World Map, 217–220; Globe, 221–223	See supporting information: <i>Encyclopedia of Place</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
KSSK4: Locate land and water features.	Big Book: Unit 1 Lesson 1; Unit 2, Lessons 1, 2, 6; Unit 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10 TE: Forests, 193–196; Plains, 197–200;	See supporting information: <i>Encyclopedia of Place</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
	Mountains, 201–204; Oceans, 205–208; Maps, 209–212; United States Map, 213–216; World Map, 217–220; Globe, 221–223; Land or Water? 224	<i>A Trip to the Beach</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
KSSK5: Describe the relative location of people, places and things.	Big Book: Unit 1 Lesson 4; Unit 2, Lessons 1, 2 TE: Positions, 31–34; Maps, 73–76 Leveled Readers and Teacher Guides: For related material: After Reading activities: My Neighborhood; Neighbors Near and Far	See supporting information: <i>Encyclopedia of Place</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
KSSK6: Construct simple picture maps and graphs.	Big Book: Unit 2 Lesson 2; Unit 4 Lesson 7 TE: Model Neighborhood, 72; Maps, 73–75; Map the Neighborhood, 76; A Simple Map, 209; Maps, 210–211; Make a Map, 212 Leveled Readers and Teacher Guides: For related material: After Reading activities: My Neighborhood; Neighbors Near and Far	See supporting information: <i>Encyclopedia of Place</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Trip to the Beach</i> ; TP 3 Learn Through the Text <i>Planes, Trains, and More</i> ; TP 3 Learn Through the Text
KSSK7: Acquire information through listening and observing.	Big Book: Unit 1 Lesson 1; Unit 2 Lesson 1 TE: Begin With Songs and Poems, 10–11, 60–61, 110–111, 176–177, 242–243, 292–293; Oral Language Activities, 12, 62, 112, 178, 244, 294; Reading Social Studies: Use Illustrations, 14, 21, Classify/Categorize, 64, 71; End With a Song or Poem, 48, 98, 164, 230, 280, 330 Leveled Readers and Teacher Guides: Rules; Why We Have Rules; Rules Make Life Work (Comprehension Skill: Use Illustrations); My Neighborhood; Neighbors Near and Far	<i>Homes Around the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Looking at Cities</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>The Way Things Were</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Encyclopedia of Places</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Lend a Hand</i> ; TP 1 Introduce the Book; TP 2 Read the Book;

DoDEA Social Studies Standards Kindergarten	Scott Foresman Social Studies	iOpeners
	(Comprehension Skill: Classify/Categorize Pictures)	<p>TP 3 Learn Through the Text <i>My Gymnastics Class</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Trip to the Beach</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Make a House</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Planes, Trains, and More</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
KSSK8: Arrange events and ideas in sequence.	<p>Big Book: Unit 5 Lesson 6; also see: Unit 3 Lesson 3; Unit 5 Lesson 7; Unit 6 Lesson 4</p> <p>TE: Reading Social Studies: Sequence, 246, 273; also see: Jobs Then and Now, 127–130; Changes in Travel, 271–274; Scientists and Inventors, 275–279; Then and Now, 313–316</p> <p>Leveled Readers and Teacher Guides: George Washington; George Washington: Our First President; George Washington: Father of Our Country (Comprehension Skill: Sequence)</p>	<p><i>My Gymnastics Class</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Trip to the Beach</i>; TP 3 Learn Through the Text <i>Make a House</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 2 Read the Book</p>
KSSK9: Use technology to gather information and communicate learning	TE: For related materials see: Technology Resources, 3, 53, 103, 169, 235, 285	<i>Encyclopedia of Places</i> ; TP 3 Learn Through the Text

**Scott Foresman Social Studies © 2011 All Together and iOpeners © 2003
to the
DoDEA Social Studies Standards 2009
Grade 1**

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
Social Studies Content Standards (SS):		
<p>Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.</p>		
Civics and Government		
1SS1: Students describe and demonstrate the rights and individual responsibilities of citizenship.		
<p>1SS1.a: Describe the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.</p>	<p>Big Books: Community Laws, 70–71; The Colonies Become Free, 202–205; Choosing Our Country’s Leaders, 218–221; Vote, 226</p> <p>TE: Community Laws and Leaders, 70a; Community Laws, 70–71; Mayor for a Day, 73a; The Colonies Become Free, 202–205; Choosing Our Country’s Leaders, 218a; Choosing Our Country’s Leaders, 218–221; Hands-on Activities, 223a; Vote, 226</p> <p>Leveled Readers and Teacher Guides: Making Rules; Who Makes the Rules?; How Do Rules Get Made?</p>	
<p>1SS1.b: Demonstrate the elements of fair play and respect for the rights of others, and respect for rules.</p>	<p>Big Books: Problem on the Playground, 26–27; Community Laws, 70–71</p> <p>TE: Rules of the Game, 22a; The Rules, 22a; Problem on the Playground, 26–27; Rules on Rules, 27a; Rule-Making, 27a; Our Rules,</p>	<p><i>Get the Message</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	27a; Community Laws, 70–71 Leveled Readers and Teacher Guides: Making Rules; Who Makes the Rules?; How Do Rules Get Made?	
1SS1.c: Recite the Pledge of Allegiance and discuss its meaning.	Big Books: Pledge of Allegiance, 16–17 TE: Pledge of Allegiance, 16–17	
1SS1.d: Sing songs that express American ideals.	Big Books: America, the Beautiful, H6; Begin with a Song, 184–185; End with a Song: The Star–Spangled Banner, 224–225 TE: America, the Beautiful, H6; Read Aloud, 183h; Begin with a Song, 184–185; End with a Song: The Star–Spangled Banner, 224–225	
1SS1.e: Describe the significance of our national celebrations and the heroism and achievement of the people associated with them.	Big Books: Read a Calendar, 20–21; Special Things Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; Biography: Abraham Lincoln, 216–217; The Star Spangled Banner, 224–225 TE: Read a Calendar, 20–21; Special Days, 21a; Celebrate a Custom, 62a; Special Things Columbus Day, 197; Thanksgiving, 199; Red, White, and Boom, 202a; Independence Day, 203, 205; Holidays, 212a; We Celebrate Holidays, 212–215; Biography: Abraham Lincoln, 216–217; Holiday Spirit, 217a; The Star Spangled Banner, 224–225	
1SS1.f: Identify American symbols and landmarks.	Big Books: Citizenship Skills, H7–H8; Washington, D.C., 221; Statue of Liberty, 208, 228; Symbols in Our Country, 208–209; Our Country’s Flag, 210–211a; The Star Spangled	<i>What’s the Address?</i> TP 2 Read the Book

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	<p>Banner, 224–225</p> <p>TE: Citizenship Skills, H7–H8; Symbols in Our Country, 208a; Symbols in Our Country, 208–209; Our Country’s Flag, 210–211a; Washington, D.C., 221; The Star Spangled Banner, 224–225; Statue of Liberty, 228</p> <p>Leveled Readers and Teacher Guides: Happy Birthday America!; The Fourth of July; Independence Day</p>	
Geography		
1SS2: Students compare and contrast locations of people, places and environments, and describe their characteristics.		
<p>1SS2.a: Locate on maps and globes the local community, state or host country, the United States, the seven continents, and four oceans.</p>	<p>Big Books: Maps, H21, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8</p> <p>TE: Maps, H21, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8; Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p> <p>Leveled Readers and Teacher Guides: Maps and Globes; Reading Maps and Globes</p>	<p><i>Tick Tock World Clocks</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text</p> <p><i>What’s the Address?</i> TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>Oscar’s Day</i>; TP 1 Introduce the Book; TP 2 Read the Book</p>
<p>1SS2.b: Compare the information found on a three–dimensional map with that of a picture of the same area.</p>	<p>Big Books: For related material: From Earth to a Globe, H20–H21; Locate Land and Water, 154–155</p> <p>TE: From Earth to a Globe, H20–H21; Locate Land and Water, 154–155; Spinning Globes, 155a</p>	<p>See supporting information: <i>Tick Tock World Clocks</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text</p> <p><i>What’s the Address?</i> TP 1 Introduce the Book; TP 2 Read the Book</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	Leveled Readers and Teacher Guides: Maps and Globes; Reading Maps and Globes	<i>Oscar's Day</i> ; TP 1 Introduce the Book; TP 2 Read the Book
1SS2.c: Construct a simple map, using cardinal directions and map symbols.	Big Books: For related material: Use a Map Key, 54–55; Use Four Directions, 60–61; Follow a Route, 120–121 TE: Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a Leveled Readers and Teacher Guides: Maps and Globes; Reading Maps and Globes	<i>Follow a River</i> ; TP 3 Learn Through the Text
1SS2.d: Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	Big Books: Different Kinds of Communities, 56–57; Interview with a Farmer, 116–119; Different Kinds of Weather, 142–145; Looking at Our Land and Water, 150–153; Our Earth's Resources, 156–159; Citizen Heroes: Tree Musketeers, 160–161; Biography: Elvia Niebla, 162–163; Interview About Farm History, 164–167 TE: Different Kinds of Communities, 56–57; ICity, Country, 61a; Interview with a Farmer, 116–119; What's the Weather, 142a; Different Kinds of Weather, 142–145; Storm Warning, 149a; Matching Pictures, 150a; Looking at Our Land and Water, 150–153; Build It!, 155a; Our Earth's Resources, 156–159; Citizen Heroes: Tree Musketeers, 160–161; Biography: Elvia Niebla, 162–163; Interview About Farm History, 164–167 Leveled Readers and Teacher Guides: On the Move; How Travel Has Changed; Changes in Transportation	<i>Eat Your Vegetables!</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar's Day</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

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<p>1SS2.e: Describe the physical landscape of the neighborhood today as compared with long ago.</p>	<p>Big Books: How a Community Changed, 58–59; Colonial Williamsburg: Weather and Seasons Long Ago, 148–149; Interview About Farm History, 164–167; Biography: Sacagawea, 168–169</p> <p>TE: How a Community Changed, 58–59; Colonial Williamsburg: Weather and Seasons Long Ago, 148–149; Farming Now and Then, 164a; Interview About Farm History, 164–167; Biography: Sacagawea, 168–169; Sacagawea, 169a</p> <p>Leveled Readers and Teacher Guides: Things Change; Then and Now; Changing Communities</p>	<p><i>Then and Now</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>History</p>		
<p>1SS3: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>		
<p>1SS3.a: Examine the structure of schools and communities in the past and present and describe how they have changed or stayed the same.</p>	<p>Big Books: Andrew at School, 6–7; Home and School, 14–17; Citizen Heroes: Ruby Bridges Hall, 18–19; Learning About My School, 28–31; Meet Mary McLeod Bethune, 32–33; Things We Use, 34–35; School Today, 36–37; Read About School, 41–42</p> <p>TE: Andrew at School, 6–7; The Way We Do It, 14a; Home and School, 14–17; Citizen Heroes: Ruby Bridges Hall, 18–19; School History, 28a; Learning About My School, 28–31; Meet Mary McLeod Bethune, 32–33; Things We Use, 34–35; Tools, 35a; School Days, 36a; School Today, 36–37; Read About School, 41–42</p>	<p><i>Then and Now</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	<p>Leveled Readers and Teacher Guides: Things Change; Then and Now; Changing Communities</p>	
<p>1SS3.b: Describe how transportation methods of today and earlier days have changed or stayed the same.</p>	<p>Big Books: From Place to Place, 124–125; Big Wheels, 126–127; How Travel Has Changed, 252–253</p> <p>TE: From Place to Place, 124–125; Big Wheels, 126–127; All Aboard, 127a; Trucks That Work, 127a; Modes of Transport, 252a; How Travel Has Changed, 252–253</p> <p>Leveled Readers and Teacher Guides: On the Move; How Travel Has Changed; Changes in Transportation</p>	<p><i>Then and Now</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>1SS3.c: Discuss the similarities and differences of earlier generations in such areas as work (inside and outside the home) dress, manners, stories, games, and celebrations, drawing from biographies, oral histories, and folklore.</p>	<p>Big Books: Colonial Williamsburg: Families Long Ago, 12–13; Biography: Mary McLeod Bethune, 32–33; Then and Now: Things We Use, 34–35; Then and Now: How a Community Changed, 58–59; Biography: Jane Addams, 72–73; Biography: Henry Flagler, 78–79; Then and Now: Changing Toys, 102–103; Biography: Clara Barton, 114–115; Biography: George Washington Carver, 122–123; Colonial Williamsburg: Weather and Seasons Long Ago, 148–149; Interview About Farm History, 164–167; End with a Legend: Johnny Appleseed, 176–177; Native American Objects, 194–195; Biography: Benjamin Franklin, 206–207; Then and Now: Our Country’s Flag, 210–211; How Things Have Changed, 242–243; How Travel Has Changed, 252–253; Biography: Mae Jemison, 256–257; End with a Folktale: The Girl and the Milk Pail, 266–267</p>	<p><i>Then and Now</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Great Inventions</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Inventing the Telephone</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	<p>TE: Colonial Williamsburg: Families Long Ago, 12–13; Biography: Mary McLeod Bethune, 32–33; Then and Now: Things We Use, 34–35; Then and Now: How a Community Changed, 58–59; Biography: Jane Addams, 72–73; Biography: Henry Flagler, 78–79; Then and Now: Changing Toys, 102–103; Biography: Clara Barton, 114–115; Biography: George Washington Carver, 122–123; Colonial Williamsburg: Weather and Seasons Long Ago, 148–149; Farming Now and Then, 164a; Interview About Farm History, 164–167; End with a Legend: Johnny Appleseed, 176–177; Native American Objects, 194–195; Biography: Benjamin Franklin, 206–207; Then and Now: Our Country’s Flag, 210–211; My Times, 242a; How Things Have Changed, 242–243; Things Change, 245a; Modes of Transport, 252a; How Travel Has Changed, 252–253; Biography: Mae Jemison, 256–257; End with a Folktale: The Girl and the Milk Pail, 266–267</p> <p>Leveled Readers and Teacher Guides: Things Change; Then and Now; Changing Communities</p>	
Individuals, Culture and Society		
1SS4: Students explore and describe similarities and differences in the ways groups, societies and cultures address similar needs and concerns		
<p>1SS4.a: Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.</p>	<p>Big Books: Colonial Williamsburg: Families Long Ago, 12–13; Different Kinds of Communities, 56–57; Special Things We Do, 62–65; Chinese New Year, 66–67; Holidays Are Special Days, 184–185; Native</p>	<p><i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar’s Day</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	<p>Americans, 190–191; Native American Objects, 194–195; Columbus Day, 197; Thanksgiving, 199; We Celebrate Holidays, 212–215; Life Around the World, 258–261</p> <p>TE: Colonial Williamsburg: Families Long Ago, 12–13; Special Days, 21a; Different Kinds of Communities, 56–57; Celebrate a Custom, 62a; Special Things We Do, 62–65; Chinese New Year, 66–67; Holidays Are Special Days, 184–185; Native Americans, 190–191; Native American Objects, 194–195; Columbus Day, 197; Thanksgiving, 199; Red, White, and Boom, 202a; Holidays, 212a; We Celebrate Holidays, 212–215; Holiday Spirit, 217a; Life Around the World, 258–261</p> <p>Leveled Readers and Teacher Guides: Changing Communities</p>	
<p>1SS4.b: Explain the ways in which American Indians and immigrants have helped define American culture.</p>	<p>Big Books: James’s Story, 188–189; Native Americans, 190–191; Diagram of an earth lodge, 192–193; DK: Native American Objects, 194–195; Early Travelers to America, 196–199</p> <p>TE: James’s Story, 188–189; Native Americans, 190–191; Diagram of an earth lodge, 192–193; DK: Native American Objects, 194–195; Native American Story, 195a; Early Travelers to America, 196–199</p>	<p>See supporting material: <i>Eat Your Vegetables!</i> TP 3 Learn Through the Text</p>
Economics		
1SS5: Students understand basic economic concepts and the role of individual choice in a free–market economy.		
<p>1SS5.a: Demonstrate an understanding of the concept of exchange by describing the use of</p>	<p>Big Books: Spending and Saving, 104–105; Money Around the World, 106–107; Penny,</p>	<p>See related material: <i>Then and Now</i>; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
money to purchase goods and service and compare them to the barter system of long ago.	228 TE: The Rainy Day, 104a; Spending and Saving, 104–105; About Money, 106; Money Around the World, 106–107; Piggy Bank Saving, 107a; Making Cents, 217a; Penny, 228	
1SS5.b: Identify the specialized work that people do to manufacture, transport, and market goods and services, and the contribution of those who work at home.	Big Books: Special Things We Do, 62–65; Ben’s Jobs, 94–97; Welcome to Job Day! 108–111; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134 TE: Special Things We Do, 62–65; Ben’s Jobs, 94–97; Guess My Job, 108a; Welcome to Job Day! 108–111; About Different Types of Jobs, 109; I Spy a Job, 115a; Job Activities, 115a; Who’s Working, 115a; What’s My Line? 115a; Interview with a Farmer, 116–119; Discovery Channel School: Jobs in Your Community, 134 Leveled Readers and Teacher Guides: Working; People At Work; Where We Work	<i>Beatrix Potter</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Great Inventions</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Inventing the Telephone</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar’s Day</i> ; TP 2 Read the Book
1SS15.c: Identify the difference between needs and wants.	Big Books: Needs and Wants, 100–101 TE: What Will You Pack? 100a; Needs and Wants, 100–101; What Do I Need? 100a; A Wish List, 103a	See supporting information: <i>Great Inventions</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar’s Day</i> ; TP 3 Learn Through the Text
Social Studies Skills (SSK):		
The intellectual skills noted below are to be learned through, and applied to, the content standards for grade one. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:		

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
1SSK1: Identify and explain symbols.	<p>Big Books: Use a Map Key, 54–55; Follow a Route, 120–121</p> <p>TE: Use a Map Key, 54–55; Make a Map, 55a; Follow a Route, 120–121</p>	
1SSK2: Participate in groups.	<p>TE: Hands–on Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 123a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 223a, 241a, 245a, 251a, 257a, 265a</p>	<p><i>Tick Tock World Clocks</i>; TP 3 Learn Through the Text <i>Get the Message</i>; TP 3 Learn Through the Text <i>Follow a River</i>; TP 3 Learn Through the Text <i>Beatrix Potter</i>; TP 3 Learn Through the Text <i>Great Inventions</i>; TP 3 Learn Through the Text</p>
1SSK3: Follow oral and written directions.	<p>Big Books: Reading Social Studies, 6–7, 48–49, 92–93, 140–141, 188–189, 236–237; Chart and Graph Skills, 20–21, 98–99, 146–147, 166–167, 192–193, 208–209, 252–253, 254–255; Thinking Skills, 26–27, 240–241; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201</p> <p>TE: Reading Social Studies, 6–7, 48–49, 92–93, 140–141, 188–189, 236–237; Hands–on Activities, 13a, 21a, 27a, 35a, 55a, 61a, 69a, 73a, 79a, 99a, 103a, 107a, 115a, 123a, 127a, 149a, 155a, 163a, 169a, 175a, 195a, 201a, 207a, 211a, 217a, 223a, 241a, 245a, 251a, 257a, 265a; Chart and Graph Skills, 20–21, 98–99, 146–147, 166–167, 192–193, 208–209, 252–253, 254–255; Thinking Skills, 26–27, 240–241; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201</p>	<p><i>Tick Tock World Clocks</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Then and Now</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Get the Message</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>What’s the Address?</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Eat Your Vegetables!</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Follow a River</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Beatrix Potter</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Great Inventions</i>; TP 2 Read the Book; TP 3</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	<p>Leveled Readers and Teacher Guides: Each of the lessons include Before, During, and After Reading Activities.</p>	<p>Learn Through the Text <i>Inventing the Telephone</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar's Day</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>1SSK4: Differentiate between points of view held by self and others.</p>	<p>Big Books: Problem on the Playground, 26–27; Problem Solving, 39; Think and Share: Alike and Different, 53, 57; Fairness in Action, 69; Skills Review, Alike and Different, 83</p> <p>TE: Point of view, 17, 23, 68; Problem on the Playground, 26–27; Rule–Making, 27a; Listen Up!, 35a; Problem Solving, 39; Think and Share: Alike and Different, 53, 57; Fairness in Action, 69; Customs, 69a; Skills Review, Alike and Different, 83</p>	<p><i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar's Day</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>1SSK5: Identify and use cardinal directions.</p>	<p>Big Books: Use Four Directions, 60–61</p> <p>TE: Use Four Directions, 60–61; Where's North?, 61a</p>	<p>See related material: <i>Tick Tock World Clocks</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>What's the Address?</i> TP 1 Introduce the Book; TP 2 Read the Book <i>Oscar's Day</i>: TP 1 Introduce the Book; TP 2 Read the Book</p>
<p>1SSK6: Locate areas on a map and globe.</p>	<p>Big Books: Map Handbook, H20–H26; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201; also see: Maps, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257,</p>	<p><i>Tick Tock World Clocks</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>What's the Address?</i> TP 1 Introduce the Book; TP 2 Read the Book <i>Oscar's Day</i>: TP 1 Introduce the Book; TP 2</p>

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	<p>263, R2, R3, R4, R6, R8</p> <p>TE: Map Handbook, H20–H26; Map and Globe Skills, 54–55, 60–61, 120–121, 154–155, 200–201; also see: Maps, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8; Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p> <p>Leveled Readers and Teacher Guides: Maps and Globes; Reading Maps and Globes</p>	<p>Read the Book</p>
<p>1SSK7: Differentiate color symbols on maps and globes.</p>	<p>Big Books: Map Handbook, H20–H26; Use a Map Key, 54–55; Follow a Route, 120–121; Locate Land and Water, 154–155</p> <p>TE: Map Handbook, H20–H26; Use a Map Key, 54–55; Make a Map, 55a; Follow a Route, 120–121; Locate Land and Water, 154–155; Spinning Globes, 155a</p> <p>Leveled Readers and Teacher Guides: Maps and Globes; Reading Maps and Globes</p>	<p>See related material: <i>Tick Tock World Clocks</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>What’s the Address?</i> TP 1 Introduce the Book; TP 2 Read the Book <i>Oscar’s Day:</i> TP 1 Introduce the Book; TP 2 Read the Book</p>
<p>1SSK8: Collect, organize, and record information.</p>	<p>Big Books: Gather Information, 240–241, 269</p> <p>TE: Gather Information, 240–241, 269</p>	<p><i>Tick Tock World Clocks</i> TP 3 Learn Through the Text <i>Get the Message;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Eat Your Vegetables!</i> TP 3 Learn Through the Text <i>Follow a River;</i> TP 3 Learn Through the Text <i>Beatrix Potter;</i> TP 3 Learn Through the Text <i>Great Inventions;</i> TP 2 How to Read a Reference Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
		<i>Inventing the Telephone</i> ; TP 3 Learn Through the Text <i>Oscar's Day</i> ; TP 3 Learn Through the Text
1SSK9: Sequence events in chronological order using timelines.	Big Books: Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164 TE: Hands on History, 59; Put Things in Order, 92–93; Read a Time Line, 146–147; Living Time Lines, 149a; Time Lines, 166, 180, 210–211, 252–253; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164	<i>Then and Now</i> ; TP 1 Introduce the Book; TP 2 Read the Book <i>Get the Message</i> ; TP 3 Learn Through the Text <i>Beatrix Potter</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Great Inventions</i> ; TP 3 Learn Through the Text <i>Inventing the Telephone</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar's Day</i> ; TP 2 Read the Book; TP 3 Learn Through the Text
1SSK10: Use technology to gather information and communicate learning.	Big Books: Internet, H15; Gather Information, 269 TE: Technology, 1c, 43c, 87c, 135c, 183c, 231c; Internet, H15; Gather Information, 269	<i>Eat Your Vegetables!</i> TP 3 Learn Through the Text <i>Follow a River</i> ; TP 3 Learn Through the Text <i>Beatrix Potter</i> ; TP 3 Learn Through the Text <i>Great Inventions</i> ; TP 3 Learn Through the Text
1SSK11: Use and explain simple charts.	Big Books: Use a Chart, 98–99; also see: Chart and Graph Skills, 20–21, 146–147, 166–167, 192–193, 208–209, 252–253, 254–255 TE: Use a Chart, 98–99; also see: Chart and Graph Skills, 20–21, 146–147, 166–167, 192–193, 208–209, 252–253, 254–255 Leveled Readers and Teacher Guides: The After Reading activities provide students opportunities to use the information from the lessons to complete a writing assignment.	<i>Tick Tock World Clocks</i> TP 3 Learn Through the Text <i>Then and Now</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Get the Message</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Follow a River</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
		<i>Beatrix Potter</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Great Inventions</i> ; TP 2 How to Read a Reference Book <i>Inventing the Telephone</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar’s Day</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
1SSK12: Use information from print and non–print sources.	Big Books: Internet, H15; Gather Information, 240–241, 269 TE: Gather Information, 240–241, 269	<i>Tick Tock World Clocks</i> TP 3 Learn Through the Text <i>Get the Message</i> ; TP 3 Learn Through the Text <i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Follow a River</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Beatrix Potter</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Great Inventions</i> ; 2 How to Read a Reference Book; TP 3 Learn Through the Text
1SSK13: Draw conclusions and make generalizations.	TE: Draw Conclusions, 5, 16, 19, 33, 51, 66, 100, 101, 103, 104, 109, 113, 115, 125, 143, 160, 165, 177, 197, 199, 207, 209, 211, 219, 223, 238, 241, 262; Generalize, 68, 71, 207, 217	<i>Tick Tock World Clocks</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Then and Now</i> ; TP 2 Read the Book <i>Get the Message</i> ; TP 2 Read the Book <i>Beatrix Potter</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Inventing the Telephone</i> ; TP 2 Read the Book
1SSK14: Make decisions based on information.	Big Books: Solve a Problem, 26–27; Gather	<i>Tick Tock World Clocks</i> ; TP 2 Read the Book <i>Get the Message</i> ;

DoDEA Social Studies Standards Grade 1	Scott Foresman Social Studies	iOpeners
	<p>Information, 240–241, 269</p> <p>TE: Solve a Problem, 26–27; Gather Information, 240–241, 269</p> <p>Leveled Readers and Teacher Guides: The After Reading activities provide students opportunities to use the information from the lessons to complete a writing assignment.</p>	<p>TP 3 Learn Through the Text <i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Beatrix Potter</i>; TP 3 Learn Through the Text <i>Oscar’s Day</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>1SSK15: Sequence events in chronological order.</p>	<p>Big Books: Put Things in Order, 92–93; Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164</p> <p>TE: Hands on History, 59; Put Things in Order, 92–93; Read a Time Line, 146–147; Living Time Lines, 149a; Time Lines, 166, 180, 210–211, 252–253; Sequence, 14, 15, 26, 92, 94, 116, 117, 118, 123, 131, 164</p> <p>Leveled Readers and Teacher Guides: Working; People At Work; Where We Work (Comprehension Skill: Put Things in Order)</p>	<p><i>Then and Now</i>; TP 1 Introduce the Book; TP 2 Read the Book <i>Get the Message</i>; TP 3 Learn Through the Text <i>Beatrix Potter</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Inventing the Telephone</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Oscar’s Day</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text</p>

**Scott Foresman Social Studies © 2011 People and Places and iOpeners © 2003
to the
DoDEA Social Studies Standards 2009
Grade 2**

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
Social Studies Content Standards (SS):		
Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.		
Civics and Government		
2SS1: Students will explain why communities have government and laws, and identify ways that people work together to promote civic ideals.		
2SS1.a: Explain why it is necessary for the community to have government.	<p>Big Books: Local Government, 154–157; State Government, 160–163; Federal Government, 166–169</p> <p>TE: Diagram Leadership, 133a; In the Mayor’s Chair, 154a; Local Government, 154–157; Community Government, 155; Our Town, 159a; State Government, 160–163; Familiar Leaders, 161; The President’s Job, 166a; Federal Government, 166–169</p> <p>Leveled Readers and Teacher Guides: It Is the Law; Making a Law; Lawmaking in the United States</p>	See related information: <i>Going to School</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
2SS1.b: Explain the roles people in the community have in making and changing laws.	<p>Big Books: Rules and Laws, 4, 8–11, 44, 154, 156, 167–169</p> <p>TE: Rules and Laws, 4, 8–11, 44, 154, 156, 167–169; Rule Book, 15a</p>	

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
	Leveled Readers and Teacher Guides: It Is the Law; Making a Law; Lawmaking in the United States	
2SS1.c: Practice being a good citizen in the school community.	<p>Big Books: Citizenship Skills, H2–H9; Voting, 11; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Voting for Leaders, 172–179; Begin with a Song, 148–149; Discovery Channel School: Get Out the Vote, 194–195</p> <p>TE: Citizenship Skills, H2–H9; Voting, 11; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Voting for Leaders, 172–179; Begin with a Song, 148–149; Discovery Channel School: Get Out the Vote, 194–195; Citizenship, 4, 15a, 29, 75, 98, 105, 111a, 117, 183, 211</p> <p>Leveled Readers and Teacher Guides: It Is the Law; Making a Law; Lawmaking in the United States</p>	<p>See related information: <i>All About Me</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Time to Celebrate!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Going to School</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
2SS2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.		
<p>2SS2.a: Locate on a simple letter–number grid system the specific locations and geographic features in their neighborhood or community.</p> <p>Examples: a map of the classroom and a map of the school</p>	<p>Big Books: Globe Skills: Use a Map Grid, 184–185</p> <p>TE: Globe Skills: Use a Map Grid, 184–185</p>	<p><i>World Atlas</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text</p>
<p>2SS2.b: Identify essential map elements: title, legend, directional indicator (compass), scale, and date.</p>	<p>Big Books: Geography Skills, H20–H26; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215</p> <p>TE: Geography Skills, H20–H26; Map and</p>	<p><i>Time to Celebrate!</i> TP 1 Introduce the Book; TP 2 Read the Book <i>Crossing the Atlantic</i>; TP 1 Introduce the Book <i>World Atlas</i>; TP 1 Introduce the Book; TP 2 How to Read a</p>

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	Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215	Reference Book; TP 3 Learn Through the Text <i>Changing Shores</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Worked Together</i> ; TP 1 Introduce the Book; TP 2 Read the Book <i>On the Farm</i> ; TP 2 Read the Book <i>Meet Erdene</i> ; TP 1 Introduce the Book
2SS2.c: Identify the seven continents and the five oceans of the world.	Big Books: Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281 TE: Geography Skill, H18, H19, H24, H25; Continents, 37, 39; Oceans, 58, 205, 222, 281	<i>Crossing the Atlantic</i> ; TP 1 Introduce the Book <i>World Atlas</i> ; TP 2 How to Read a Reference Book <i>Changing Shores</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Meet Erdene</i> ; TP 1 Introduce the Book
2SS2.d: Locate on a map where their ancestors lived and where they live now.	Big Books: Our Country Is Part of Our World, 36–39; Dorling Kindersley: Children of the World, 40–41; Where People Live, 62–65; Family History, 250–253; Family History, 250–253 TE: Where Do We Live?, 36a; Our Country Is Part of Our World, 36–39; Dorling Kindersley: Children of the World, 40–41; Pen Pal Letters, 41a; Where People Live, 62–65; Family History, 250–253; A New Home, 255a; Family Culture, 263a	<i>Crossing the Atlantic</i> ; TP 2 How to Read a Reference Book
2SS2.e: Use maps to compare and contrast basic land use in urban, suburban, and rural environments and describe how the land use impacts the people in the region, state or host country in which they reside.	Big Books: For related material: Map and Globe Skills: Read a City Map, 20–21; Use a Map Grid, 184–185 TE: For related material: Map and Globe Skills: Read a City Map, 20–21; Use a Map Grid, 184–185	<i>Changing Shores</i> ; TP 1 Introduce the Book; TP 2 Read the Book; <i>On the Farm</i> ; TP 2 Read the Book <i>Meet Erdene</i> ; TP 2 Read the Book

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History		
2SS3: Students organize personal events chronologically and compare how people and lifestyles have changed over time.		
<p>2SS3.a: Place important events in their lives in the order in which they occurred</p> <p>Examples: “The Story of Me”, a story on a timeline and a story on a storyboard</p>	<p>Big Books: Put Things in Order, 200–201; Read a Time Line, 226–227; Time Lines, 240, 256–257</p> <p>TE: Sequence, 107, 109, 120, 121, 122, 172, 173, 200–201, 202, 226, 230, 239, 256, 268; Put Things in Order, 200–201; Read a Time Line, 226–227; Time Lines, 240, 256–257</p> <p>Leveled Readers and Teacher Guides: Abraham Lincoln; Abraham Lincoln: Our Sixteenth President; Abraham Lincoln: Great Man: Great Words (Comprehension Skill: Put Things in Order/Sequence)</p>	<p><i>All About Me</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>2SS3.b: Compare and contrast their daily lives and those of their parents, grandparents, and/or guardians.</p>	<p>Big Books: Then and Now: How a Community Changes, 22–23; Then and Now: How and Where People Lived, 66–67; Then and Now: Bartering Goods and Services, 138–139; Then and Now: Westward Ho! 228–229</p> <p>TE: Then and Now: How a Community Changes, 22–23; Then and Now: How and Where People Lived, 66–67; Then and Now: Bartering Goods and Services, 138–139; Then and Now: Westward Ho! 228–229</p> <p>Leveled Readers and Teacher Guides: Meet Our Families; Family Histories; Remembering Our Pasts</p>	<p>See related activities: <i>Time to Celebrate!</i> TP 3 Learn Through the Text <i>Going to School</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>2SS3.c: Trace the history of a family through the use of primary and secondary sources, including</p>	<p>Big Books: For related material: Our Country Is Part of Our World, 36–39; Dorling</p>	<p><i>Crossing the Atlantic</i>; TP 1 Introduce the Book; TP 2 Read the</p>

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artifacts, photographs, interviews, and documents.	<p>Kindersley: Children of the World, 40–41; Where People Live, 62–65; Family History, 250–253; Family History, 250–253</p> <p>TE: For related material: Where Do We Live?, 36a; Our Country Is Part of Our World, 36–39; Dorling Kindersley: Children of the World, 40–41; Pen Pal Letters, 41a; Where People Live, 62–65; Family History, 250–253; A New Home, 255a; Family Culture, 263a</p> <p>Leveled Readers and Teacher Guides: Meet Our Families; Family Histories; Remembering Our Pasts</p>	Book; TP 3 Learn Through the Text <i>Meet Erdene</i> ; TP 2 Read the Book; TP 3 Learn Through the Text
Individuals, Culture and Society		
2SS4: Students understand how the actions and integrity of individuals change the ways in which people in society work and live together		
<p>2SS4.a: Explain how the actions of heroes from long ago and the recent past have made a difference in others' lives.</p> <p>Examples: personal heroes, Abraham Lincoln, Chief Sitting Bull, Chief Joseph, George Washington Carver, Albert Einstein, Jackie Robinson, and Sally Ride .</p>	<p>Big Books: Biographies: Rosalynn Carter, 28–29; Benjamin Banneker, 34–35; Cesar Chavez, 74–75; Rachel Carson, 86–87; Florence Nightingale, 116–117; Linda Alvarado, 132–133; Thurgood Marshall, 170–171; Susan B. Anthony, 178–179; Paul Revere, 220–221; Sojourner Truth, 234–235; Ieoh Ming Pei, 268–269; Robert Fulton, 282–283; also see: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255</p> <p>TE: Biographies: Rosalynn Carter, 28–29; Benjamin Banneker, 34–35; Cesar Chavez, 74–75; Rachel Carson, 86–87; Florence Nightingale, 116–117; Linda Alvarado, 132–133; Thurgood Marshall, 170–171; Susan B. Anthony, 178–179; Paul Revere, 220–221; Sojourner Truth, 234–235; Ieoh Ming Pei,</p>	<i>They Worked Together</i> , TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

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	<p>268–269; Robert Fulton, 282–283; also see: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255</p> <p>Leveled Readers and Teacher Guides: Abraham Lincoln; Abraham Lincoln: Our Sixteenth President; Abraham Lincoln: Great Man: Great Words</p>	
<p>2SS4.b: Identify real people and fictional characters who are good leaders and responsible citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.</p>	<p>Big Books: Biographies: Rosalynn Carter, 28–29; Benjamin Banneker, 34–35; Cesar Chavez, 74–75; Rachel Carson, 86–87; Florence Nightingale, 116–117; Linda Alvarado, 132–133; Thurgood Marshall, 170–171; Susan B. Anthony, 178–179; Paul Revere, 220–221; Sojourner Truth, 234–235; leoh Ming Pei, 268–269; Robert Fulton, 282–283; also see: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255</p> <p>TE: Biographies: Rosalynn Carter, 28–29; Benjamin Banneker, 34–35; Cesar Chavez, 74–75; Rachel Carson, 86–87; Florence Nightingale, 116–117; Linda Alvarado, 132–133; Thurgood Marshall, 170–171; Susan B. Anthony, 178–179; Paul Revere, 220–221; Sojourner Truth, 234–235; leoh Ming Pei, 268–269; Robert Fulton, 282–283; also see: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255</p> <p>Leveled Readers and Teacher Guides: Abraham Lincoln; Abraham Lincoln: Our Sixteenth President; Abraham Lincoln: Great Man: Great Words</p>	<p><i>Crossing the Atlantic</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Worked Together</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
Economics		
2SS5: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.		
<p>2SS5.a: Compare production and consumption of food long ago and today, including the roles of farmer, processors, distributors, weather, and land and water resources.</p>	<p>Big Books: Harvesting and farming, 67; From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Biography: Cesar Chavez, 74–75; Our Earth’s Resources, 76–79</p> <p>TE: Harvesting and farming, 67; Make, Grow, or Buy?, 68a; From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Biography: Cesar Chavez, 74–75; Apple Seeds, 75a; Our Earth’s Resources, 76–79; A Classroom Store, 104a</p> <p>Leveled Readers and Teacher Guides: To Market, To Market; What’s For Dinner; Can We Get That Here?</p>	<p><i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>2SS5.b: Compare and contrast the roles and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p>	<p>Big Books: From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Choosing Goods and Services, 104–107; Service in Our Community, 112–115; Dorling Kindersley: Fire Engine, 188–119; Goods from the Factory to You, 120–123; A Trip to the Bank, 126–129; Read a Pie Chart, 130–131; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139; Can You Guess These Workers? 140–141; Local Government, 154–157; State Government, 160–163</p> <p>TE: Make, Grow, or Buy?, 68a; From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; A Classroom Store, 104a;</p>	<p><i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	<p>Choosing Goods and Services, 104–107; Service in Our Community, 112–115; Dorling Kindersley: Fire Engine, 188–119; Goods from the Factory to You, 120–123; A Trip to the Bank, 126–129; Read a Pie Chart, 130–131; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139; Can You Guess These Workers? 140–141; Local Government, 154–157; State Government, 160–163</p> <p>Leveled Readers and Teacher Guides: Who Does It? Who Buys It?; Buyers Need Sellers Need Buyers; The Consumer–Producer Connection</p>	
<p>2SS5.c: Analyze how limits on resources affect production and consumption (what to produce and what to consume).</p>	<p>Big Books: Harvesting and farming, 67; From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Biography: Cesar Chavez, 74–75; Our Earth’s Resources, 76–79</p> <p>TE: Harvesting and farming, 67; Make, Grow, or Buy?, 68a; From My Orchard to You, 68–71; Dorling Kindersley: Growing Crops, 72–73; Biography: Cesar Chavez, 74–75; Apple Seeds, 75a; Our Earth’s Resources, 76–79; A Classroom Store, 104a</p> <p>Leveled Readers and Teacher Guides: Who Does It? Who Buys It?; Buyers Need Sellers Need Buyers; The Consumer–Producer Connection</p>	<p><i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
Social Studies Skills (SSK):		
<p>The intellectual skills noted below are to be learned through, and applied to, the content standards for grade two. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:</p>		
<p>2SSK1: Orient and label a map and note directions.</p>	<p>Big Books: Map and Globe Skills: Read a City Map, 20–21; Use a Compass Rose, 124–125; Use a Map Grid, 184–185</p> <p>TE: Map and Globe Skills: Read a City Map, 20–21; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a</p>	<p><i>Time to Celebrate!</i> TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>Crossing the Atlantic;</i> TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>World Atlas;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Changing Shores;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>They Worked Together;</i> TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>On the Farm;</i> TP 2 Read the Book</p> <p><i>Meet Erdene;</i> TP 1 Introduce the Book</p>
<p>2SSK2: Use print and non–print reference sources to locate information.</p>	<p>Big Books: Problem Solving at the Library, 14–15; Unit Reviews, 44–47, 92–95, 142–145, 190–193, 238–241, 286–289; Research Skills, H10H11, H12–H13, H14–H15</p> <p>TE: Problem Solving at the Library, 14–15; Unit Reviews, 44–47, 92–95, 142–145, 190–193, 238–241, 286–289; Research Skills, H10H11, H12–H13, H14–H15</p>	<p><i>All About Me;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Time to Celebrate!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Crossing the Atlantic;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>World Atlas;</i> TP 1 Introduce the Book; TP 2 How to Read a Reference Book; TP 3 Learn Through the Text</p> <p><i>Going to School;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
		<p>2 Read the Book; TP 3 Learn Through the Text <i>Changing Shores</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Worked Together</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Let's Play</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>2SSK3: Locate pictures, words or illustrations that support the main idea.</p>	<p>Big Books: Reading Social Studies: Main Ideas and Details, 152–153, 191, 193</p> <p>TE: Main Idea and Details, 16, 29, 31, 33, 38, 51, 57, 63, 66, 70, 75, 89, 113, 115, 126, 140, 152–153, 154, 155, 158, 161, 166, 168, 169, 172, 173, 180, 182, 191, 207, 210, 211, 218, 219, 222, 223, 231, 235, 274, 279, 280; Reading Social Studies: Main Ideas and Details, 152–153, 191, 193</p> <p>Leveled Readers and Teacher Guides: It Is the Law; Making a Law; Lawmaking in the United States (Comprehension Skill: Main Idea and Details)</p>	<p><i>All About Me</i>; TP 1 Introduce the Book; TP 2 Read the Book <i>Time to Celebrate!</i> TP 2 Read the Book <i>Crossing the Atlantic</i>; TP 2 Read the Book <i>Going to School</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Changing Shores</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Worked Together</i>; TP 2 Read the Book <i>Let's Play</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Meet Erdene</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
<p>2SSK4: Note cause and effect of relationships.</p>	<p>Big Books: Reading Social Studies: Cause and Effect, 54–55, 93, 95</p> <p>TE: Cause and Effect, 11, 54, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 109, 110, 111, 135, 156, 162, 167, 171, 179, 182, 183, 204, 211, 216, 221, 224; Reading Social Studies: Cause and Effect, 54–55, 93, 95</p> <p>Leveled Readers and Teacher Guides: To Market, To Market; What’s For Dinner; Can We Get That Here? (Comprehension Skill: Cause and Effect)</p>	<p><i>Time to Celebrate!</i> TP 2 Read the Book <i>Crossing the Atlantic</i>; TP 2 Read the Book <i>Going to School</i>; TP 2 Read the Book <i>Changing Shores</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Let’s Play</i>; TP 2 Read the Book <i>On the Farm</i>; TP 2 Read the Book <i>Meet Erdene</i>; TP 2 Read the Book</p>
<p>2SSK5: Make timelines and graphic organizers.</p>	<p>Big Books: Read a Time Line, 226–227; Time Lines, 240, 256–257</p> <p>TE: Graphic Organizers, 8, 16, 24, 36, 62, 76, 82, 112, 120, 126, 154, 160, 172, 202, 222, 230, 256, 264, 278; Read a Time Line, 226–227; Time Lines, 240, 256–257</p>	<p><i>All About Me</i>; Graphic Organizer <i>Time to Celebrate!</i> TP 3 Learn Through the Text; Graphic Organizer <i>Crossing the Atlantic</i>; TP 3 Learn Through the Text; Graphic Organizer <i>World Atlas</i>; Graphic Organizer <i>Going to School</i>; TP 3 Learn Through the Text; Graphic Organizer <i>Changing Shores</i>; TP 2 Read the Book; TP 3 Learn Through the Text; Graphic Organizer <i>They Worked Together</i>; TP 2 Read the Book; TP 3 Learn Through the Text; Graphic Organizer <i>Let’s Play</i>; Graphic Organizer <i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text; Graphic Organizer <i>Meet Erdene</i>; TP 2 Read the Book; Graphic Organizer</p>

DoDEA Social Studies Standards Grade 2	Scott Foresman Social Studies	iOpeners
<p>2SSK6: Use technology to gather information and communicate learning.</p>	<p>TE: Technology, 1c, 49c, 97c, 147c, 195c, 243c; Web Site (www.sfsocialstudies.com), 1c, 8, 16, 25, 29, 30, 34, 45, 49c, 56, 60, 64, 68, 74, 76, 83, 87, 93, 96, 97c 101, 104, 112, 116, 120, 125, 132, 134, 147c, 151, 154, 160, 166, 170, 178, 180, 194, 195c, 202, 207, 210, 216, 220, 222, 235, 243c, 250, 265, 268, 272, 278, 282, 287, 290</p>	<p><i>Time to Celebrate!</i> TP 3 Learn Through the Text <i>World Atlas;</i> TP 3 Learn Through the Text <i>Changing Shores;</i> TP 1 Introduce the Book; TP 3 Learn Through the Text <i>They Worked Together;</i> TP 3 Learn Through the Text <i>On the Farm;</i> TP 3 Learn Through the Text</p>

**Scott Foresman Social Studies © 2011 Communities and iOpeners © 2003
to the
DoDEA Social Studies Standards 2009
Grade 3**

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
Social Studies Content Standards (SS):		
Statements of what students should know and be able to do in a specific social studies grade level curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student’s achievement of each standard.		
Civics and Government		
3SS1: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.		
3SS1.a: Describe the reasons governments are needed and identify specific services that governments provide.	<p>SE: Welcome to My Community, 352–353; Reading Social Studies: Summarize, 354–355; Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360; Thinking Skills: Identify Point of View, 362–363; Biography: William Bradford, 364–365; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Your Local Government, 382–383; Community Services, 384–387; State Government, 398–401</p> <p>TE: Unit Planning, 349b–349h; Welcome to My Community, 352–353; Reading Social Studies: Summarize, 354–355; 356a–356f; Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360;</p>	<i>They Changed the World</i> TP 2 Read the Book

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	<p>Thinking Skills: Identify Point of View, 362–363; Biography: William Bradford, 364–365; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Your Local Government, 382–383; Community Services, 384–387; State Government, 398–401</p> <p>Leveled Readers and Teacher Guides: We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	
<p>3SS1.b: Describe the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the need for consequences for people who violate rules and laws.</p>	<p>SE: The Bill of Rights, 370–371; Being a Good Citizen, 376–379; Services Local Governments Provide, 386; Community Leaders, 392; State Government, 398–401; also see: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Citizenship in History, 374–375; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p> <p>TE: Citizenship, H2, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378; The Bill of Rights, 370–371; Being a Good Citizen, 376–379; Services Local Governments Provide, 386; Community Leaders, 392; State Government, 398–401; also see: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Citizenship in History, 374–375; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397</p>	<p>See related material: <i>People on the Move</i>; TP 2 Read the Book</p>

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
	<p>Leveled Readers and Teacher Guides: We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	
<p>3SS1.c: Name and describe the three branches of government, and explain how citizens in the local community participate in each.</p>	<p>SE: State Government, 398–401; also see: United States Government, 366–371; Your Local Government, 382–383; Community Services, 384–387</p> <p>TE: State Government, 398–401; also see: United States Government, 366–371; Your Local Government, 382–383; Community Services, 384–387</p> <p>Leveled Readers and Teacher Guides: We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	
<p>3SS1.d: Describe the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p>	<p>SE: Citizenship Skills, H2, H3; Communities and Resources, 160–165; Discovery Channel School: Unit Project, 198; Citizen Heroes, 16–17, 82–83, 256, 257; Being a Good Citizen, 376–379</p> <p>TE: Citizenship, H2, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378; Communities and Resources, 160–165; Discovery Channel School: Unit Project, 198; Citizen Heroes, 16–17, 82–83, 256, 257; Being a Good Citizen, 376–379</p> <p>Leveled Readers and Teacher Guides: We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	<p><i>New Language, New Friends</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>People on the Move</i>; TP 3 Learn Through the Text <i>They Changed the World</i> TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
<p>3SS1.e: Identify neighboring or host nation countries and compare their system of government to that of the U.S.</p>	<p>SE: For related material: Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360</p> <p>TE: For related material: Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360</p> <p>Leveled Readers and Teacher Guides: Adventure in the Americas</p>	<p><i>They Changed the World</i> TP 2 Read the Book</p>
<p>3SS1.f: Explain the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens.</p>	<p>SE: Celebrations Across Our Own Nation, 120–123; Pledge of Allegiance, 350–351; U.S. Constitution, 360, 368; Mayflower Compact, 361; The Declaration of Independence, 367; Map Adventure: Washington D.C., 369; Bill of Rights, 370, 371</p> <p>TE: Celebrations Across Our Own Nation, 120–123; Pledge of Allegiance, 350–351; U.S. Constitution, 360, 368; Mayflower Compact, 361; The Declaration of Independence, 367; Map Adventure: Washington D.C., 369; Bill of Rights, 370, 371</p> <p>Leveled Readers and Teacher Guides: Thomas Jefferson and His Writings</p>	<p><i>Make It, Wear It</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Days to Remember</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
Geography		
3SS2: Students describe the physical and human geography about people, places, and environments in a spatial context.		
<p>3SS2.a: Locate and distinguish among varying geographical features in the local region and identify changes over time.</p> <p>Examples: deserts, mountains, valleys, hills, coastal areas, oceans, and lakes</p>	<p>SE: Earth’s Surface, 19, 20, 21, 22, 23, 134, 135, 136, 137, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158, 159, 172, 173, 175, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189</p> <p>TE: Earth’s Surface, 19, 20, 21, 22, 23, 134, 135, 136, 137, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158, 159, 172, 173, 175, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189</p> <p>Leveled Readers and Teacher Guides: The Places We Live; Why We Live Where We Live; Land and Water: How Geography Affects Our Communities</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>Travel Smart</i>; TP 1 Introduce the Book <i>Days to Remember</i>; TP 2 Read the Book <i>A Year in Antarctica</i>; TP 1 Introduce the Book <i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book <i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Changed the World</i>; TP 1 Introduce the Book</p>
<p>3SS2.b: Examine how people have used the environment to meet their needs and wants and how this has changed over time</p>	<p>SE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Community and Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193; A Crossroads Community, 186–189; What Is Your Community’s Environment, 142–147</p> <p>TE: A Rural Community, 38–39; A Suburban Community, 42–43; Biography: William Levitt, 46–47; An Urban Community, 48–50; Community and</p>	<p><i>New Language, New Friends</i>; TP 3 Learn Through the Text <i>A Year in Antarctica</i>; TP 1 Introduce the Book <i>People on the Move</i>; TP 2 Read the Book <i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193; A Crossroads Community, 186–189; What Is Your Community’s Environment, 142–147 Leveled Readers and Teacher Guides: Where Does That Come From?; Regions and Resources; From Sea to Shining Sea	
3SS2.c: Trace and describe the ways people use natural resources and the affect this has on the economy and lifestyle of the local region.	SE: Community and Resources, 160–167; A Community Business, 306–311; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193 TE: Community and Resources, 160–167; A Community Business, 306–311; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193 Leveled Readers and Teacher Guides: Where Does That Come From?; Regions and Resources; From Sea to Shining Sea	<i>A Year in Antarctica</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text <i>People on the Move</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Island Life</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
3SS2.d: Identify the four hemispheres (north, south, east, and west) and the Equator and Prime Meridian on a globe and map.	SE: Understand Hemispheres, 110–111, 127, 131; Use Latitude and Longitude, 388–389, 405, 409 TE: Understand Hemispheres, 110–111, 127, 131; Use Latitude and Longitude, 388–389, 405, 409	<i>A Year in Antarctica</i> ; TP 1 Introduce the Book; TP 3 Learn Through the Text

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History and Culture		
3SS3: Students draw from historical and community resources to describe how the events and the environment influence the growth and change of communities.		
<p>3SS3: Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.</p>	<p>SE: Communities, 10–15; Citizen Heroes: Respect in a Community, 16–17; United States Communities, 18–23; Biography Sonia Manzano, 24–25; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, An Urban Community, 48–50; People Move from Place to Place, 72–73; Where Did They Come From? 84–89; A New Life in America, 90–95; Celebrating Cultures, 104–109; Celebrating a Community’s Past, 114–115; A Mountain Community, 172–173; Map Adventure: Glenwood Springs, 174–175; A Water Community, 178–179; A Crossroads Community, 186–189; Citizen Heroes: Leading People to Freedom, 190–191; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235</p> <p>TE: Communities, 10–15; Citizen Heroes: Respect in a Community, 16–17; United States Communities, 18–23; Biography Sonia Manzano, 24–25; World Communities, 26–29; A Rural Community, 38–39; A Suburban Community, An Urban Community, 48–50; People Move from Place to Place, 72–73; Where Did They Come From? 84–89; A New Life in America, 90–95; Celebrating Cultures, 104–109; Celebrating a Community’s</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	<p>Past, 114–115; A Mountain Community, 172–173; Map Adventure: Glenwood Springs, 174–175; A Water Community, 178–179; A Crossroads Community, 186–189; Citizen Heroes: Leading People to Freedom, 190–191; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235</p> <p>Leveled Readers and Teacher Guides: The Places We Live; Why We Live Where We Live; Land and Water: How Geography Affects Our Communities; We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	
<p>3SS3.a: Describe ways in which language, food, crafts, customs, architecture, and the performing and visual arts serve as expressions of culture and influence the behavior of people living in the community.</p>	<p>SE: Learning New Customs, 78–79; A New Life in America, 90–95; Celebrating Cultures, 104–109; Celebrations Across Our Own Nation, 120–123; Living in Different Climates, 150–153; Then and Now: Homes of The Pueblo, 154–155; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235; Poems, 2, 3, 40, 66–67, 116, 128–129, 134–135, 200–201, 276; Bibliographies, 1h, 65h, 133h, 199h, 281h, 349h; Folk Tale, 194–195; Myths, 406–407; Literature and Social Studies, 40, 116, 180, 209, 309, 319, 367</p> <p>TE: Learning New Customs, 78–79; A New Life in America, 90–95; Celebrating</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Make It, Wear It</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; TP 3 Learn Through the Text <i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	<p>Cultures, 104–109; Celebrations Across Our Own Nation, 120–123; Living in Different Climates, 150–153; Then and Now: Homes of The Pueblo, 154–155; A Mountain Community, 172–173; A Water Community, 178–179; A Crossroads Community, 186–189; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235; Poems, 2, 3, 40, 66–67, 116, 128–129, 134–135, 200–201, 276; Bibliographies, 1h, 65h, 133h, 199h, 281h, 349h; Folk Tale, 194–195; Myths, 406–407; Literature and Social Studies, 40, 116, 180, 209, 309, 319, 367</p> <p>Leveled Readers and Teacher Guides: We Are Part of This Place; What It Means to Be a Citizen; A Citizen of the United States</p>	
<p>3SS3.b: Examine the economies established by early European settlers.</p>	<p>SE: Early Explorers, 210–211; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235</p> <p>TE: Early Explorers, 210–211; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235</p> <p>Leveled Readers and Teacher Guides: A Whole New World; Exploring a New World; Adventure in the Americas</p>	<p><i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>They Changed the World</i>; TP 2 Read the Book</p>

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<p>3SS3.c: Discuss the contributions of American heroes who took risks to secure our freedoms.</p> <p>Examples: Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Fredrick Douglass, Harriet Tubman, and Martin Luther King Jr.</p>	<p>SE: Biography: William Bradford, 364–365; Thomas Jefferson, 367; George Washington, Benjamin Franklin, James Madison, 368; Rosa Parks, 371; Thurgood Marshall, 371; Colonial Williamsburg: Citizenship in History, 374–375</p> <p>TE: Biography: William Bradford, 364–365; Thomas Jefferson, 367; George Washington, Benjamin Franklin, James Madison, 368; Rosa Parks, 371; Thurgood Marshall, 371; Colonial Williamsburg: Citizenship in History, 374–375</p> <p>Leveled Readers and Teacher Guides: Thomas Jefferson; Thomas Jefferson: A Man of Ideas; Thomas Jefferson and His Writings</p>	<p><i>Days to Remember</i>; TP 2 Read the Book <i>They Changed the World</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
Economics		
3SS4: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.		
<p>3SS4.a: Describe examples of goods and services provided in the local community and explain how they meet the needs and wants of the people.</p>	<p>SE: Goods and Services, 307; Using Resources, 318–325; Depending on Others, 328; Too Few Resources, 329; Resources and Goods, 330–331; A World of Trade, 334–339; Government Services, 354–355; Community Services, 384–387</p> <p>TE: Goods and Services, 307; Using Resources, 318–325; Depending on Others, 328; Too Few Resources, 329; Resources and Goods, 330–331; A World of Trade, 334–339; Government Services,</p>	<p><i>Island Life</i>; TP 2 Read the Book; TP 3 Learn Through the Text <i>All About Bikes</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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	354–355; Community Services, 384–387 Leveled Readers and Teacher Guides: Do I Really Need It?; Save It or Spend It?; What Is My Economy Like?	
3SS4.b: Explain why some goods are made locally, some in the United States, and some abroad.	SE: A World of Trade, 334–339; Here and There: Around the World, 340–341; Trade, 160–165, 318–319, 320, 321, 322–323 TE: A World of Trade, 334–339; Here and There: Around the World, 340–341; Trade, 160–165, 318–319, 320, 321, 322–323 Leveled Readers and Teacher Guides: Where Does That Come From?; Regions and Resources; From Sea to Shining Sea	<i>Island Life</i> ; TP 2 Read the Book
3SS4.c: Describe the relationship of price to supply and demand and explain the division of labor.	SE: For related material: Choosing Wisely, 300–303; A Community Business, 306–308 TE: For related material: Choosing Wisely, 300–303; A Community Business, 306–308 Leveled Readers and Teacher Guides: Do I Really Need It?; Save It or Spend It?; What Is My Economy Like?	<i>All About Bikes</i> ; TP 2 Read the Book <i>They Changed the World</i> ; TP 2 Read the Book
3SS4.d: Explain how individual economic choices involve trade-offs and the evaluation of benefits and costs.	SE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; A Community Business, 306–308 TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; A Community Business, 306–308	<i>People on the Move</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Changed the World</i> ; TP 2 Read the Book

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
	Leveled Readers and Teacher Guides: Do I Really Need It?; Save It or Spend It?; What Is My Economy Like?	
<p>3SS4.e: Identify factors that contribute to personal human capital.</p> <p>Examples: school work, volunteering, and participating in community organizations</p>	<p>SE: For related material: Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229</p> <p>SETE: For related material: Citizenship, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378; Begin with the Pledge, 350–351; Being a Good Citizen, 376–379; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229</p> <p>Leveled Readers and Teacher Guides: What It Means to Be a Citizen; A Citizen of the United States</p>	<p><i>A Year in Antarctica</i>; TP 2 Read the Book <i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Changed the World</i>; TP 2 Read the Book; TP 3 Learn Through the Text</p>
Social Studies Skills (SSK):		
<p>The intellectual skills noted below are to be learned through, and applied to, the content standards for grade three. They are to be assessed only in conjunction with these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:</p>		
<p>3SSK1: Use geographic tools (map key, compass rose, scale).</p>	<p>SE: Map Handbook, H15–H20; Map and Globe Skills: Use Map Scales, 32–33; Use Intermediate Directions, 98–99; Understand Hemispheres, 110–111; Use a Locator Map, 222–223; Use Latitude and Longitude, 388–389</p> <p>TE: Map Handbook, H15–H20; Map and Globe Skills: Use Map Scales, 32–33;</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book <i>Make It, Wear It</i>; TP 3 Learn Through the Text <i>Travel Smart</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i>; TP 1 Introduce the Book; TP 2 Read the Book</p>

DoDEA Social Studies Standards Grade 3	Scott Foresman Social Studies	iOpeners
	Use Intermediate Directions, 98–99; Understand Hemispheres, 110–111; Use a Locator Map, 222–223; Use Latitude and Longitude, 388–389	<i>A Year in Antarctica</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>People on the Move</i> ; TP 1 Introduce the Book; TP 2 Read the Book <i>Encyclopedia of World Sports</i> ; TP 3 Learn Through the Text <i>Island Life</i> ; TP 2 Read the Book <i>They Changed the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book
3SSK2: Observe, interpret, and construct visual data.	SE: Analyze Pictures, 3, 5, 13, 28, 52, 54, 55, 61, 67, 69, 85, 88, 97, 105, 108, 113, 115, 118, 125, 129, 135, 162, 164, 176, 195, 203, 216, 218, 225, 226, 231, 235, 236, 260, 262, 272, 283, 310, 326, 329, 332, 341, 351, 373, 375; Interpret Charts, 31, 57, 87, 302; Interpret Graphs, 105, 159, 327 TE: Video Field Trip, 1c, 65c, 133c, 199c, 281c, 349c; Analyze Pictures, 3, 5, 13, 28, 52, 54, 55, 61, 67, 69, 85, 88, 97, 105, 108, 113, 115, 118, 125, 129, 135, 162, 164, 176, 195, 203, 216, 218, 225, 226, 231, 235, 236, 260, 262, 272, 283, 310, 326, 329, 332, 341, 351, 373, 375; Interpret Charts, 31, 57, 87, 302; Interpret Graphs, 105, 159, 327	<i>New Language, New Friends</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Make It, Wear It</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Travel Smart</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Year in Antarctica</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>People on the Move</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Encyclopedia of World Sports</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Island Life</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3

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		<p>Learn Through the Text <i>All About Bikes</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>They Changed the World</i>; TP 1 Introduce the Book; TP 2 Read the Book</p>
<p>3SSK3: Recognize and apply social studies terms.</p>	<p>SE: Vocabulary Preview, 8, 36, 72, 102, 140, 170, 206, 240, 288, 316, 356, 382; Lesson Vocabulary, 10, 18, 26, 32, 38, 42, 48, 74, 78, 84, 90, 104, 110, 114, 120, 142, 150, 160, 172, 178, 186, 208, 212, 214, 222, 224, 230, 242, 248, 250, 258, 266, 290, 300, 306, 318, 324, 328, 334, 358, 366, 376, 384, 390, 398</p> <p>TE: Vocabulary Preview, 8, 36, 72, 102, 140, 170, 206, 240, 288, 316, 356, 382; Lesson Vocabulary, 10, 18, 26, 32, 38, 42, 48, 74, 78, 84, 90, 104, 110, 114, 120, 142, 150, 160, 172, 178, 186, 208, 212, 214, 222, 224, 230, 242, 248, 250, 258, 266, 290, 300, 306, 318, 324, 328, 334, 358, 366, 376, 384, 390, 398</p> <p>Leveled Readers and Teacher Guides: See the Vocabulary list for every Leveled Reader and Teacher Guide.</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Make It, Wear It</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Travel Smart</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>A Year in Antarctica</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>All About Bikes</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

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		<i>They Changed the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
3SSK4: Follow set rules to complete an assigned task, individually or within a group.	<p>SE: For related material: Unit Projects, 64, 132, 198, 280, 348, 410; also see: Conflict Resolution, 184–185; Solve Problems, 184–185; Make a Decision, 304–305; Citizenship Skills, H2–H3; Make Decisions, 5, 164, 177, 252, 301, 332, 385, 394; Solve Problems, 82, 91, 202, 228, 270, 400</p> <p>TE: For related material: Unit Projects, 64, 132, 198, 280, 348, 410; also see: Conflict Resolution, 184–185; Solve Problems, 184–185; Make a Decision, 304–305; Citizenship Skills, H2–H3; Make Decisions, 5, 164, 177, 252, 301, 332, 385, 394; Solve Problems, 82, 91, 202, 228, 270, 400</p>	<p><i>New Language, New Friends</i>; TP 3 Learn Through the Text</p> <p><i>Make It, Wear It</i>; TP 3 Learn Through the Text</p> <p><i>Travel Smart</i>; TP 3 Learn Through the Text</p> <p><i>Days to Remember</i>; TP 3 Learn Through the Text</p> <p><i>A Year in Antarctica</i>; TP 3 Learn Through the Text</p> <p><i>People on the Move</i>; TP 3 Learn Through the Text</p> <p><i>Encyclopedia of World Sports</i>; TP 3 Learn Through the Text</p> <p><i>Island Life</i>; TP 3 Learn Through the Text</p> <p><i>All About Bikes</i>; TP 3 Learn Through the Text</p> <p><i>They Changed the World</i>; TP 3 Learn Through the Text</p>
3SSK5: Use title page, table of contents, and glossary to locate information.	<p>SE: Research Skills, H6–H9; Use the Library, 212–213</p> <p>TE: Research Skills, H6–H9; Use the Library, 212–213</p>	<p><i>New Language, New Friends</i>; TP 1 Introduce the Book</p> <p><i>Make It, Wear It</i>; TP 1 Introduce the Book</p> <p><i>Travel Smart</i>; TP 1 Introduce the Book</p> <p><i>Days to Remember</i>; TP 1 Introduce the Book</p> <p><i>A Year in Antarctica</i>; TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>People on the Move</i>; TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>Encyclopedia of World Sports</i>; TP 1 Introduce the Book; TP 2 Read the Book</p> <p><i>Island Life</i>; TP 1 Introduce the Book; TP 2 Read the Book</p>

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		<i>All About Bikes</i> ; TP 1 Introduce the Book <i>They Changed the World</i> ; TP 1 Introduce the Book
3SSK6: Use technology to gather information and communicate learning.	SE: Research Skills: Technology Resources, H7; Internet Activity, 35, 59, 101, 127, 169, 193, 239, 275, 315, 343, 381, 405 TE: Research Skills: Technology Resources, H7; Bibliographies, 1h, 65h, 133h, 199h, 281h, 349h; Technology & Internet Links, 1c, 8b, 36b, 65c, 72b, 102b, 133c, 140b, 170b, 199c, 206b, 240b, 281c, 288b, 316b, 349c, 356b, 382b; Internet Activity, 35, 59, 101, 127, 169, 193, 239, 275, 315, 343, 381, 405	<i>Make It, Wear It</i> ; TP 3 Learn Through the Text <i>Days to Remember</i> ; TP 3 Learn Through the Text <i>Island Life</i> ; TP 3 Learn Through the Text <i>All About Bikes</i> ; TP 3 Learn Through the Text <i>They Changed the World</i> ; TP 3 Learn Through the Text