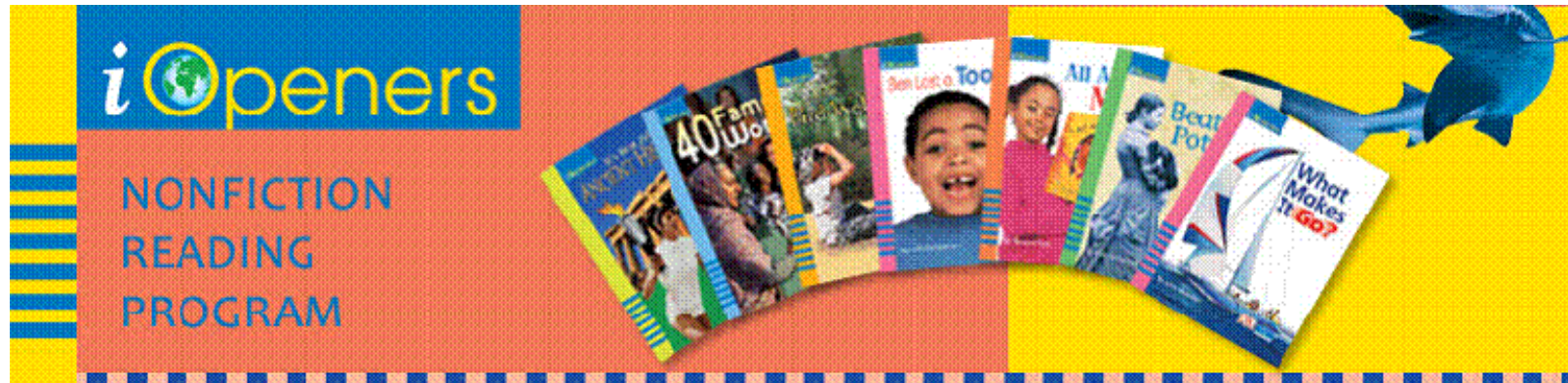


A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★

SOCIAL STUDIES



Scott Foresman Social Studies © 2011 and iOpeners © 2003

to the

TerraNova Content Descriptions

Grades K – 3

PEARSON

D/SS-3

INTRODUCTION

This document demonstrates how and where **Scott Foresman Social Studies © 2011** and **iOpeners © 2003** meet the *TerraNova Content Descriptions* (Grade 3). Correlation references for **Scott Foresman Social Studies** are to the Teacher's Edition and the Leveled Readers. The lessons in the Teacher's Edition include facsimile pages of the Student Edition. **iOpeners** correlation references are to the Teaching Plan (TP).

Scott Foresman Social Studies Student Edition and Teacher's Editions

Scott Foresman Social Studies Student Edition provides compelling primary sources, numerous colorful visuals, and the You Are There writing style captivates students and engages their interest in social studies. Through special lessons and activities, students learn the responsibilities of citizenship at every grade level. Each unit provides explicit, built-in reading and vocabulary instruction to build comprehension and test-taking skills. Teacher's Editions develop students' social studies and literacy skills with flexible, comprehensive social studies content. The Teacher's Edition helps keep things simple with the Quick Teaching Plan, or adds depth with explicit, four-step reading instruction.

Scott Foresman Social Studies Leveled Readers

Three *content* leveled readers per unit for every grade reinforce the same key social studies content at below-level, on-level, and advanced reading levels.

iOpeners

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 raises 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.

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to the
TerraNova Content Descriptions (Grade 3)
Kindergarten**

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>TE: Homes, 23–26; Neighborhoods, 69–72; Maps, 73–76; Communities, 89–92; Weather, 185-189; Seasons, 189-192; Forests, 193–196; Plains, 197–200; 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; Places We Go, 325–329</p> <p>Leveled Readers: Below Level: Who Is My Neighbor?; This Is Our World On Level: My Neighborhood; Helping the Earth Above Level: Neighbors Near and Far; Earth: How Can I Help? TG: This Is Our World; Helping the Earth; Earth: How Can I Help?; Who Is My Neighbor?; My Neighborhood; Neighbors Near and Far</p>	<p><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 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 3 Learn Through the Text <i>Planes, Trains, and More</i>; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.	<p>TE: Begin wit Songs and Poems, 176–177; Vocabulary Preview, 178–179; Reading Social Studies: Cause and Effect, 180–184; End with a Poem, 230; Unit 4 Review, 231; Project, 232; Maps, 34, 73-76, 209-212, 213-216, 217-220, 221-224</p> <p>Leveled Readers: Below Level: Who Is My Neighbor?; This Is Our World On Level: My Neighborhood; Helping the Earth Above Level: Neighbors Near and Far; Earth: How Can I Help? TG: This Is Our World; Helping the Earth; Earth: How Can I Help?; Who Is My Neighbor?; My Neighborhood; Neighbors Near and Far</p>	<p><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>Encyclopedia of Places;</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>Planes, Trains, and More;</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research</p>	11-21-22	Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.	<p>TE: First Americans, 255–258; Explorers, 259–262; Thanksgiving, 263–266; Celebrations, 267–270; Scientists and Inventors, 275–279</p> <p>Leveled Readers: Below Level: George Washington; It Is My Birthday! On Level: George Washington: Our First President; Happy</p>	<p><i>The Way Things Were;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			Birthday to Me! Above Level: George Washington: Father of Our Country; Birthday Celebrations TG: George Washington; George Washington: Our First President; George Washington: Father of Our Country; It Is My Birthday!; Birthday Celebrations; Happy Birthday to Me!	
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	TE: 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 Leveled Readers: Below Level: George Washington; It Is My Birthday! On Level: George Washington: Our First President; Happy Birthday to Me! Above Level: George Washington: Father of Our Country; Birthday Celebrations TG: George Washington; George Washington: Our First President; George Washington: Father of Our Country; It Is My Birthday!; Birthday Celebrations; Happy Birthday to Me!	<i>Homes Around the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	<p>TE: History, 198, 258, 261, 270, 278, 312, 316; Culture, 22, 94, 150, 153, 158, 220, 266, 293, 320</p> <p>Leveled Readers: Below Level: George Washington; It Is My Birthday! On Level: George Washington: Our First President; Happy Birthday to Me! Above Level: George Washington: Father of Our Country; Birthday Celebrations TG: George Washington; George Washington: Our First President; George Washington: Father of Our Country; It Is My Birthday!; Birthday Celebrations; Happy Birthday to Me!</p>	<p><i>Homes Around the World</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</p>
<p>28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs</p>	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	<p>TE: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42; Rules, 81–84</p> <p>Leveled Readers: Below Level: Rules On Level: Why We Have Rules Above Level: Rules Make Life Work TG: 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>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to the role of today's citizens and the structures and functions of government.	<p>TE: Getting Along, 27–30; School Rules, 35–38; Solving Problems, 39–42; Rules, 81–84; Decisions Making, 10, 153; Problem Solving, 149, 226; Social Studies Strand, 72, 78, 83, 87, 215, 243, 253, 254, 266, 270</p> <p>Leveled Readers: Below Level: Rules On Level: Why We Have Rules Above Level: Rules Make Life Work TG: Rules; Why We Have Rules; Rules Make Life Work</p>	<i>Lend a Hand</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.	<p>TE: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138</p> <p>Leveled Readers: Below Level: Jobs, Jobs, Jobs On Level: Who Does This Job? Above Level: Jobs in My Community TG: Jobs, Jobs, Jobs; Who Does This Job?; Jobs in My Community</p>	<i>Planes, Trains, and More</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> TP 2 Read the Book; TP 3 Learn Through the Text
		Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.	<p>TE: Work, 119–122; Jobs, 123–126; Jobs Then and Now, 127–130; Earning Money, 131–134; Using Money, 135–138</p> <p>Leveled Readers:</p>	<i>Where Does Breakfast Come From?</i> TP 2 Read the Book; TP 3 Learn Through the Text

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			Below Level: Jobs, Jobs, Jobs On Level: Who Does This Job? Above Level: Jobs in My Community TG: Jobs, Jobs, Jobs; Who Does This Job?; Jobs in My Community	
		Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.	TE: Economics 40, 72, 125, 134, 138, 141, 150 161, 162, 199 Leveled Readers: Below Level: Jobs, Jobs, Jobs On Level: Who Does This Job? Above Level: Jobs in My Community TG: Jobs, Jobs, Jobs; Who Does This Job?; Jobs in My Community	<i>Where Does Breakfast Come From?</i> TP 2 Read the Book; TP 3 Learn Through the Text

**Scott Foresman Social Studies © 2011 (All Together) and iOpeners © 2003
to the
TerraNova Content Descriptions (Grade 3)
Grade 1**

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/TE: Home and School, 14-16; Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-57; 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; Interview About Farm History, 164-167; Caring for Our Resources, 170-173; Here and There: Endangered Animals, 174-175</p> <p>Leveled Readers: Below Level: Find It! On Level: Maps and Globes Above Level: Reading Maps and Globes TG: Maps and Globes; Reading Maps and Globes; Find It!</p>	<p><i>Tick Tock World Clocks</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Then and Now</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Get the Message</i>; TP 3 Learn Through the Text <i>What's the Address?</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 1 Introduce the Book; TP 2 Read the Book; 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>Great Inventions</i>; TP 3 Learn Through the Text <i>Inventing the Telephone</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
				<p>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>27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research</p>	<p>11-21-22</p>	<p>Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.</p> <p>Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.</p>	<p>SE/TE: Geography Skills, H16-H26; Geography, 29, 46, 55, 76, 79, 107, 120, 138, 145, 1491, 155a, 169a, 175, 220, 237, 257, 259, 265a; Themes of Geography, 27, 51, 59, 75, 138, 144, 152, 197, 198, 257; Maps, H16–H26, 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>Leveled Readers: Below Level: Find It! On Level: Maps and Globes Above Level: Reading Maps and Globes TG: Maps and Globes; Reading Maps and Globes; Find It!</p> <p>SE/TE: Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Native Americans, 190-191; Early Travelers to America, 196-199;</p>	<p><i>Tick Tock World Clocks</i>; TP 1 Introduce the Book; TP 2 Read 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; TP 3 Learn Through the Text</p> <p><i>Eat Your Vegetables!</i> TP 3 Learn Through the Text</p> <p><i>Follow a River</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Oscar's Day</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Tick Tock World Clocks</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Then and Now</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			<p>The Colonies Become Free, 202-205</p> <p>Leveled Readers: Below Level: Things Change; Happy Birthday, America!; On the Move On Level: Then and Now; The Fourth of July; How Travel Has Changed Above Level: Changing Communities; Independence Day; Changes in Transportation TG: The Fourth of July; Happy Birthday, America!; Independence Day; Changes in Transportation; How Travel Has Changed; On the Move; Changing Communities; Then and Now; Things Change</p>	<p>the Text <i>Get the Message;</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 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>
		<p>Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.</p>	<p>SE/TE: Different Kinds of Communities, 56–57; We Celebrate Holidays, 212–215; Life Around the World, 258–261; Holidays Are Special Days, 184–185; Special Things We Do, 62-65; Chinese New Year, 66-67</p> <p>Leveled Readers: Below Level: Happy Birthday, America!; On Level: The Fourth of July Above Level: Independence Day TG: The Fourth of July; Happy</p>	<p><i>Tick Tock World Clocks;</i> TP 2 Read the Book; TP 3 Learn Through the Text <i>What's the Address?</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>Beatrix Potter;</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>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	Birthday, America!; Independence Day SE/TE: History, 30, 58, 79, 79a, 125, 169a, 214, 217; Culture, 35q, 64, 67, 107, 169, 203, 245, 247, 260 Leveled Readers: Below Level: Things Change; Happy Birthday, America!; On the Move On Level: Then and Now; The Fourth of July; How Travel Has Changed Above Level: Changing Communities; Independence Day; Changes in Transportation TG: The Fourth of July; Happy Birthday, America!; Independence Day; Changes in Transportation; How Travel Has Changed; On the Move; Changing Communities; Then and Now; Things Change	Birthday, America!; Independence Day <i>Tick Tock World Clocks</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Then and Now</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>What's the Address?</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>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 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>28 Civics and Government Perspectives</p> <ul style="list-style-type: none"> Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs 	11-21/22	<p>Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.</p>	<p>SE/TE: Rules of the Game, 22a; Rules We Follow, 22–25; What Did You Learn? 41; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a; Community Laws and Leaders, 70a–73a; Choosing Our Country’s Leaders, 218-221</p> <p>Leveled Readers: Below Level: Making Rules On Level: Who Makes the Rules? Above Level: How Do Rules Get Made? TG: How Do Rules Get Made?; Making Rules; Who Makes the Rules?</p>	
		<p>Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.</p>	<p>SE/TE: Citizenship, 4, 16, 19, 21a, 23, 27a, 69, 73, 73a, 113, 159, 161, 172, 186, 204, 209, 214, 225; Government, 27a, 73a, 110, 163, 172, 220</p> <p>Leveled Readers: Below Level: Making Rules On Level: Who Makes the Rules? Above Level: How Do Rules Get Made? TG: How Do Rules Get Made?; Making Rules; Who Makes the Rules?</p>	

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.</p>	<p>SE/TE: Interview with a Farmer, 116–119; Map and Globe Skills: Follow a Route, 120–121; From Place to Place, 124–125; Big Wheels, 126–127</p> <p>Leveled Readers: Below Level: Working On Level: People at Work Above Level: Where We Work TG: Where We Work; Working; People at Work</p>	<p><i>Eat Your Vegetables!</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
		<p>Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.</p>	<p>SE/TE: Ben’s Jobs, 94–97; Then and Now: Changing Toys, 102–103; Spending and Saving, 104–105; Here and There: Money Around the World, 106–107; Welcome to Job Day! 108–111; Citizen Heroes: Kid’s Kitchen, 112–113; Interview with a Farmer, 116–119; Map and Globe Skills: Follow a Route, 120–121; From Place to Place, 124–125; Big Wheels, 126–127; End with a Poem: Work Day, 128–129; Unit 2 Review, 130–131; Discovery Channel School: Jobs in Your Community, 134</p> <p>Leveled Readers: Below Level: Working On Level: People at Work Above Level: Where We Work TG: Where We Work; Working; People at Work</p>	<p><i>Oscar’s Day;</i> TP 2 Read the Book</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.	<p>SE/TE: Economics, 35a, 77, 80, 90, 96, 107a, 111, 117, 123a, 127a, 151, 157, 158, 171, 173, 177, 230a, 239, 253, 260, 267</p> <p>Leveled Readers: Below Level: Working On Level: People at Work Above Level: Where We Work TG: Where We Work; Working; People at Work</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</p>

**Scott Foresman Social Studies © 2011 (People and Places) and iOpeners © 2003
to the
TerraNova Content Descriptions (Grade 3)
Grade 2**

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/TE: Where People Live, 62–6; How and Where People Live, 66–67; From My Orchard to You, 68–71; Growing Crops, 72–73; Our Earth's Resources, 76–79; Caring for Our Resources, 82–85; Goods from the Factory to You, 120–123</p> <p>Leveled Readers: Below Level: Our Communities On Level: Communities All Over; Above Level: Communities: Alike and Different TG: Our Communities; Communities All Over; Communities: Alike and Different</p>	<p><i>All About Me</i>; 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>Crossing the Atlantic</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>World Atlas</i>; TP 1 Introduce the Book; TP 2 How to Read a Reference Book; TP 3 Learn Through the Text <i>Going to School</i>; TP 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</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
				<p><i>Let's Play: Games Around the World</i>; TP 3 Learn Through the Text</p> <p><i>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p> <p><i>Meet Erdene</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
		Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.	<p>SE/TE: Geography Skills, H20–H21, H22–H23; Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8</p> <p>Leveled Readers: Below Level: Our Communities On Level: Communities All Over; Above Level: Communities: Alike and Different TG: Our Communities; Communities All Over; Communities: Alike and Different</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 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</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
				<p>Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text <i>Let's Play: Games Around the World</i>; 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>27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research</p>	<p>11-21-22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.</p>	<p>SE/TE: Understanding the Past, 22, 28-29, 34-35, 66, 74-75, 86-87, 116-117, 132-133, 150, 151, 170-171, 176-177, 178-179, 182-183, 198-199, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 220-221, 222-225, 226-227, 228-229, 230-233, 234-235, 236-237, 238-239, 240, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 282-283, 284-285, 286-287</p> <p>Leveled Readers: Below Level: Meet Our Families; Abraham Lincoln On Level: Family Histories;</p>	<p><i>All About Me</i>; TP 2 Read the Book <i>Going to School</i>; TP 2 Read the Book <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>On the Farm</i>; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			Abraham Lincoln: Our 16th President Above Level: Remembering Our Pasts; Abraham Lincoln: Great Man, Great Words TG: Meet Our Families; Family Histories; Remembering Our Pasts; Abraham Lincoln; Abraham Lincoln: Great Man, Great Words; Abraham Lincoln: Our 16th President	
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	SE/TE: Ethnic Cultures, 24-27, 62-65, 180-183, 202-205, 222-225, 230-234, 250-253, 260-261, 264-267 Leveled Readers: Below Level: Meet Our Families On Level: Family Histories Above Level: Remembering Our Pasts TG: Meet Our Families; Family Histories; Remembering Our Pasts	<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 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>Let's Play: Games Around the World!</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 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	<p>SE/TE: History, 25, 70, 113, 129, 165a, 171a, 182, 223, 281</p> <p>Leveled Readers: Below Level: Abraham Lincoln On Level: Abraham Lincoln: Our 16th President Above Level: Abraham Lincoln: Great Man, Great Words TG: Abraham Lincoln; Abraham Lincoln: Great Man, Great Words; Abraham Lincoln: Our 16th President</p>	<p><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 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: Games Around the World;</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 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs</p>	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	<p>SE/TE: Living in a Neighborhood, 8–11; Caring for Our Resources, 83; A Letter to the Editor, 152-153; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Voting for Leaders, 172–175</p> <p>Leveled Readers: Below Level: It Is the Law</p>	<p><i>Time to Celebrate!</i> TP 2 Read the Book <i>Going to School;</i> TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			<p>On Level: Making a Law Above Level: Lawmaking in the United States TG: It Is the Law; Lawmaking in the United States; Making a Law</p>	
		<p>Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.</p>	<p>SE/TE: Citizenship, 4, 12, 15a, 29, 75, 89, 98, 105, 111a, 117, 183, 211; Government, 82, 150, 153, 159a 169</p> <p>Leveled Readers: Below Level: It Is the Law On Level: Making a Law Above Level: Lawmaking in the United States TG: It Is the Law; Lawmaking in the United States; Making a Law</p>	<p><i>Time to Celebrate!</i> TP 2 Read the Book <i>Going to School;</i> TP 2 Read the Book; TP 3 Learn Through the Text</p>
<p>29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.</p>	<p>SE/TE: From My Orchard to You, 68–71; Choosing Goods and Services, 104–107; 120a, Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Countries Trade and Move Goods, 134–137</p> <p>Leveled Readers: Below Level: To Market, To Market; Who Does It? Who Buys It? On Level: What’s for Dinner?; Buyers Need Sellers, Sellers Need Buyers</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 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			<p>Above Level: Can We Get That Here?; The Consumer-Producer Connection TG: Buyers Need Sellers, Sellers Need Buyers; Who Does It? Who Buys It?; The Consumer-Producer Connection; To Market, To Market; Can We Get That Here?; What's for Dinner?</p>	
		<p>Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.</p>	<p>SE/TE: Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126–129; Read a Pie Chart, 130–131</p> <p>Leveled Readers: Below Level: To Market, To Market; Who Does It? Who Buys It? On Level: What's for Dinner?; Buyers Need Sellers, Sellers Need Buyers Above Level: Can We Get That Here?; The Consumer-Producer Connection TG: Buyers Need Sellers, Sellers Need Buyers; Who Does It? Who Buys It?; The Consumer-Producer Connection; To Market, To Market; Can We Get That Here?; What's for Dinner?</p>	<p><i>Meet Erdene; TP 3</i> Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.	<p>SE/TE: Economics, 57, 100, 107, 108, 127, 138, 139a, 156, 212, 224, 280, 285</p> <p>Leveled Readers: Below Level: To Market, To Market; Who Does It? Who Buys It? On Level: What's for Dinner?; Buyers Need Sellers, Sellers Need Buyers Above Level: Can We Get That Here?; The Consumer-Producer Connection TG: Buyers Need Sellers, Sellers Need Buyers; Who Does It? Who Buys It?; The Consumer-Producer Connection; To Market, To Market; Can We Get That Here?; What's for Dinner?</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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to the
TerraNova Content Descriptions (Grade 3)
Grade 3

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
<p>26 Geographic Perspectives The world in spatial terms Places and regions Human systems Environment and society</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the world's people, places, and environments, and their interactions over time.</p>	<p>SE/TE: Community Environments, 140–141, What's Your Community's Environment, 142–149; Living in Different Climates, 150–159; Community and Resources, 160–167; Places Where Communities Start, 170–171; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193</p> <p>Leveled Readers: Below Level: The Places We Live; Where Does That Come From? On Level: Why We Live Where We Live; Regions and Resources Above Level: Land and Water: How Geography Affects Our Communities; From Sea to Shining Sea TG: Land and Water: How Geography Affects Our Communities; The Places We Live; Why We Live Where We Live; Regions and Resources;</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 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>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			Where Does That Come From?; From Sea to Shining Sea	<i>They Changed the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
		Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.	<p>SE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388</p> <p>Leveled Readers: Below Level: The Places We Live; Where Does That Come From? On Level: Why We Live Where We Live; Regions and Resources Above Level: Land and Water: How Geography Affects Our Communities; From Sea to Shining Sea TG: Land and Water: How Geography Affects Our Communities; The Places We Live; Why We Live Where We Live; Regions and Resources; Where Does That Come</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 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 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>They Changed the World</i>; TP 1</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			From?; From Sea to Shining Sea	Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
<p>27 Historical and Cultural Perspectives Cultures, cultural diversity People, places, events Time, continuity, change Historical research</p>	11-21-22	Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.	<p>SE/TE: Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403; also see: Important Contributions, 5, 13, 28–29, 68–69, 82–83, 85, 86, 87–89, 92, 94, 121, 122–123, 154, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 321, 322, 337, 352, 353, 358–361, 362–363, 368, 370–371, 372–373, 374–375, 396–397, 406, 407</p> <p>Leveled Readers: Below Level: A Whole New World; Thomas Jefferson On Level: Exploring a New World; Thomas Jefferson: A Man of Ideas Above Level: Adventure in the Americas; Starting America: Thomas Jefferson and His Writings TG: Exploring a New World; A Whole New World; Adventure in the Americas; Starting America: Thomas Jefferson and His Writings; Thomas Jefferson; Thomas Jefferson: A Man of Ideas</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>A Year in Antarctica;</i> 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 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 <i>They Changed the World;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.	<p>SE/TE: History of El Paso, 13; Ethnic Neighborhood, 81; Practice and Extend, 92; Sharing Cultures, 93; Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–117; Celebrations</p> <p>Leveled Readers: Below Level: A Whole New World; Thomas Jefferson On Level: Exploring a New World; Thomas Jefferson: A Man of Ideas Above Level: Adventure in the Americas; Starting America: Thomas Jefferson and His Writings TG: Exploring a New World; A Whole New World; Adventure in the Americas; Starting America: Thomas Jefferson and His Writings; Thomas Jefferson; Thomas Jefferson: A Man of Ideas</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 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 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 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; TP 3 Learn Through the Text</p>
		Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.	<p>SE/TE: History, 85, 118, 219, 228, 233, 260, 353, 360, 369</p> <p>Leveled Readers: Below Level: A Whole New World; Thomas Jefferson On Level: Exploring a New World; Thomas Jefferson: A Man of Ideas Above Level: Adventure in the</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</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			Americas; Starting America: Thomas Jefferson and His Writings TG: Exploring a New World; A Whole New World; Adventure in the Americas; Starting America: Thomas Jefferson and His Writings; Thomas Jefferson; Thomas Jefferson: A Man of Ideas	Read the Book; TP 3 Learn Through the Text <i>A Year in Antarctica</i> ; 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 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 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; TP 3 Learn Through the Text
28 Civics and Government Perspectives Purposes of government Democratic values and principles Government processes and structures The role of the citizen World affairs	11-21/22	Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.	SE/TE: Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360; United States Government, 366–371; Literature and Social Studies: The Declaration of Independence, 367; Colonial Williamsburg: Citizenship in History, 374–375; Being a Good Citizen, 376–379; Review, 380–381 Leveled Readers: Below Level: We Are Part of This Place	<i>New Language, New Friends</i> ; TP 2 Read the Book; TP 3 Learn Through the Text <i>Days to Remember</i> ; 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; TP 3 Learn Through the Text

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			<p>On Level: What It Means to Be a Citizen Above Level: A Citizen of the United States TG: A Citizen of the United States; We Are Part of This Place; What It Means to Be a Citizen</p>	
		<p>Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.</p>	<p>SE/TE: Government, 85, 216, 233, 386, 391; Citizenship, 16, 25, 40, 82, 121, 166, 191, 256, 273, 299, 370, 378</p> <p>Leveled Readers: Below Level: We Are Part of This Place On Level: What It Means to Be a Citizen Above Level: A Citizen of the United States TG: A Citizen of the United States; We Are Part of This Place; What It Means to Be a Citizen</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 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; TP 3 Learn Through the Text</p>
<p>29 Economic Perspectives Production, distribution, consumption Economic institutions and systems Global connections, interdependence</p>	<p>11-21/22</p>	<p>Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.</p>	<p>SE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Using Resources, 318–323; Depending on Others, 328–333; World Trade, 334–337, 338–339; also see : Community</p>	<p><i>New Language, New Friends;</i> TP 2 Read the Book <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 <i>All About Bikes;</i> TP 2 Read the Book; TP 3 Learn Through</p>

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
			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: Below Level: Do I Really Need It? On Level: Save It or Spend It? Above Level: What Is My Economy Like? TG: Save It or Spend It?; Do I Really Need It?; What Is My Economy Like?	the Text <i>They Changed the World</i> ; TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text
		Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.	SE/TE: Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Using Resources, 318–323; Depending on Others, 328–333; World Trade, 334–337, 338–339 Leveled Readers: Below Level: Do I Really Need It? On Level: Save It or Spend It? Above Level: What Is My Economy Like? TG: Save It or Spend It?; Do I Really Need It?; What Is My Economy Like?	<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 2 Read the Book

Objective: Subskills	Test Levels	Objective Statement	Scott Foresman Social Studies	iOpeners
		Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.	<p>SE/TE: Economics, 27, 47, 221, 232, 262, 292, 294, 297, 301, 302, 307, 330, 340, 406</p> <p>Leveled Readers: Below Level: Do I Really Need It? On Level: Save It or Spend It? Above Level: What Is My Economy Like? TG: Save It or Spend It?; Do I Really Need It?; What Is My Economy Like?</p>	<p><i>New Language, New Friends;</i> TP 2 Read the Book <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 <i>They Changed the World;</i> TP 1 Introduce the Book; TP 2 Read the Book; TP 3 Learn Through the Text</p>