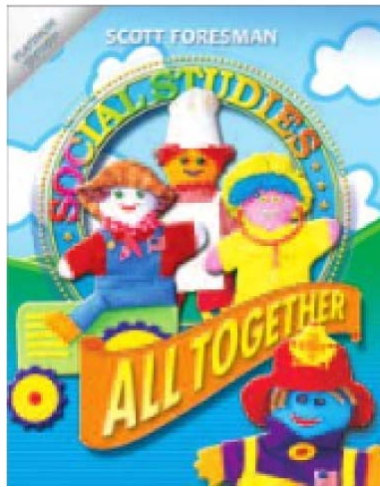


A Correlation of

**Scott Foresman  
Social Studies  
Grade 1 – All Together  
© 2011**



To the

**Ohio**

**Grade 1 Model Curriculum for  
Social Studies**

**Scott Foresman Social Studies © 2011, Grade 1 – All Together  
to the  
Ohio Grade 1 Model Curriculum for Social Studies**

**INTRODUCTION**

This document demonstrates how **Scott Foresman Social Studies ©2011 Platinum Edition** meets the objectives of the Ohio Grade 1 Model Curriculum for Social Studies. Correlation page references are to the Student and Teacher's Editions.

**Scott Foresman Social Studies** provides teachers with reading, hands-on, and technology options to support classroom instruction so your students will feel comfortable learning at their own pace and exploring the “big ideas” in social studies. **Scott Foresman Social Studies** provides explicit, four-step reading instruction in every unit, as well as a *Quick Planning Guide* co-authored by *Understanding by Design*® author Grant Wiggins.

**The Pearson Advantage**

- **Connect to what they know.** *Scott Foresman Social Studies* helps students see the “big ideas” they’re learning about, activate their prior knowledge, and allow them to engage in an active discussion of what they already know about the topics.
- **Experience through hands-on, minds-on activities.** *Scott Foresman Social Studies* offers a variety of ways for your students to think critically about key concepts—through reading, hands-on activities, and technology—so they actively experience the world they live in.
- **Understand today and tomorrow.** Developing true understanding means that students learn more than facts, dates, and places. It means taking what they’ve learned and transferring that knowledge to new learning, situations, and ideas.

**Learning by doing**

The Social Studies Plus! book provides your classroom with hands-on options for every unit, chapter, or lesson of instruction.

**Interact with history**

Students can explore homes of the past, read or hear stories of famous and not-so-famous people, piece together artifacts, and get a feel for the life of our nation’s history with the *Colonial Williamsburg Primary Sources CD-ROM*.

**Direct, explicit reading instruction**

No other social studies program has a four-step plan for explicit reading instruction in every unit. *Scott Foresman* helps your students read for meaning.

**Extended reading opportunities**

Enrich and extend the topics with the *Literature Library*, *Literature Big Books*, *Multi-Leveled Library*, and *Online Leveled Reader Database*.

**Active Learning in a 21<sup>st</sup> century classroom**

Go farther than you ever imagined. Whatever you want, whatever you need, digital components from *Pearson Scott Foresman Social Studies* keep your instruction fresh, engaging, and inspiring. With just one click, you can see the difference the right tools can make. Go anywhere. Go Digital!

Plan lessons with the *Online Teacher’s Edition*. Give students full access to the *Student Edition* while at home or in the classroom.

- *Digital Learning CD-ROM powered by KnowledgeBox®*
- *Video Field Trips Package*
- *MindPoint® Quiz Show CD-ROM*
- *Songs and Music Audio CD*
- *AudioText CD*
- And much more!

**Scott Foresman Social Studies © 2011, Grade 1 – All Together  
to the  
Ohio Grade 1 Model Curriculum for Social Studies**

<b>Ohio Grade 1 Model Curriculum for Social Studies</b>	<b>Scott Foresman Social Studies © 2011, Grade 1 – All Together</b>
<b>Grade One</b>	
<b>Theme</b>	
<i>Families Now and Long Ago, Near and Far</i>	
<b>Strand</b>	
<i>History</i>	
<b>Topic</b>	
<b><i>Historical Thinking and Skills</i></b>	
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as Children progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that Children can begin to understand the relationships among events and draw conclusions.	
<b>Content Statement</b>	
<b><i>1. Time can be divided into categories (e.g., months of the year, past, present and future).</i></b>	<b>SE/TE:</b> 17, 20-21, 21a, 28a, 28-31, 34-35, 40, 58-59, 63, 102-103, 146-147, 148-149, 164a, 166, 180, 190a, 210-211, 242a, 242-243, 252-253, 254, TR15-TR28
<b><i>2. Photographs, letters, artifacts and books can be used to learn about the past.</i></b>	<b>SE/TE:</b> E2-E3, H10-H11, 12-13, 29, 30, 34-35, 58-59, 102-103, 148-149, 164a, 166, 192-193, 194-195, 202-204, 217, 240-241, 242-243, 247, 249, 250-251, 252-253
<b>Topic</b>	
<b><i>Heritage</i></b>	
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
<b>Content Statement</b>	
<b><i>3. The way basic human needs are met has changed over time.</i></b>	<b>SE/TE:</b> E2-E3, 100-101, 148-149, 164-167, 188-189, 190-193, 194-195, 252-253

**Scott Foresman Social Studies © 2011, Grade 1 – All Together  
to the  
Ohio Grade 1 Model Curriculum for Social Studies**

<b>Ohio Grade 1 Model Curriculum for Social Studies</b>	<b>Scott Foresman Social Studies © 2011, Grade 1 – All Together</b>
<b>Strand</b>	
<i>Geography</i>	
<b>Topic</b>	
<b><i>Spatial Thinking and Skills</i></b>	
Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Children need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
<b>Content Statement</b>	
<b><i>4. Maps can be used to locate and identify places.</i></b>	<b>SE/TE:</b> H16-H26, 11, 18, 33, 51, 54-55, 60-61, 68, 73, 75, 76-77, 79, 83-84, 106-107, 112, 115, 120-121, 123, 131, 144, 145, 154-155, 160, 163, 169, 174-175, 190, 200-201, 207, 217, 221, 222, 227, 244, 257, 263, R2, R3, R4-R5, R6-R7, R8-R9, R10-R11
<b>Topic</b>	
<b><i>Places and Regions</i></b>	
A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
<b>Content Statement</b>	
<b><i>5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).</i></b>	<b>SE/TE:</b> H18-H19, 47, 48-49, 52-53, 56-57, 76-77, 138-139, 150-153, 154-155, 178, 190-193, 260-261
<b>Topic</b>	
<b><i>Human Systems</i></b>	
Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	
<b>Content Statement</b>	
<b><i>6. Families interact with the physical environment differently in different times and places.</i></b>	<b>SE/TE:</b> E8-E9, 116-119, 122-123, 148-149, 150-153, 160-161, 162-163, 164-167, 176-177, 190-193, 242-243, 252-253, 258-261
<b><i>7. Diverse cultural practices address basic human needs in various ways and may change over time.</i></b>	<b>SE/TE:</b> 100a, 100-101, 190-193, 194-195, 258-261

**Scott Foresman Social Studies © 2011, Grade 1 – All Together  
to the  
Ohio Grade 1 Model Curriculum for Social Studies**

<b>Ohio Grade 1 Model Curriculum for Social Studies</b>	<b>Scott Foresman Social Studies © 2011, Grade 1 – All Together</b>
<b>Strand</b>	
<i>Government</i>	
<b>Topic</b>	
<b><i>Civic Participation and Skills</i></b>	
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Children need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b>	
<b><i>8. Individuals are accountable for their actions.</i></b>	<b>SE/TE:</b> H2-H3, H4-H5, 19, 21a, 23, 27a, 39, 69, 113, 159, 160-161, 170-173, 186, 204, 214, 219
<b><i>9. Collaboration requires group members to respect the rights and opinions of others.</i></b>	<b>SE/TE:</b> E13, H2-H3, H4-H5, 4, 16, 19, 21a, 64, 69, 71, 73, 113, 204, 214, 244-245
<b>Topic</b>	
<b><i>Rules and Laws</i></b>	
Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.	
<b>Content Statement</b>	
<b><i>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</i></b>	<b>SE/TE:</b> H8, 14, 22a, 22-25, 26-27, 27a, 46, 70-71, 186, 218a, 218-219, 223a
<b>Strand</b>	
<i>Economics</i>	
<b>Topic</b>	
<b><i>Scarcity</i></b>	
There are not enough resources to produce all the goods and services that people desire.	
<b>Content Statement</b>	
<b><i>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</i></b>	<b>SE/TE:</b> 90, 100-101, 104-105, 107a, 158, 171, 239
<b>Topic</b>	
<b><i>Production and Consumption</i></b>	
Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
<b>Content Statement</b>	
<b><i>12. People produce and consume goods and services in the community.</i></b>	<b>SE/TE:</b> 77, 80, 90, 91, 108-111, 117, 151, 238-239

**Scott Foresman Social Studies © 2011, Grade 1 – All Together  
to the  
Ohio Grade 1 Model Curriculum for Social Studies**

Ohio Grade 1 Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Grade 1 – All Together
<b>Topic</b>	
<b>Markets</b> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	
<b>Content Statement</b>	
<b>13. People trade to obtain goods and services they want.</b>	<b>SE/TE:</b> 80, 90, 101, 238a, 238-239, 267, 268
<b>Topic</b>	
<b>Financial Literacy</b> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
<b>Content Statement</b>	
<b>14. Currency is used as a means of economic exchange.</b>	<b>SE/TE:</b> 90, 104a, 104-105, 106-107, 107a, 239, 267