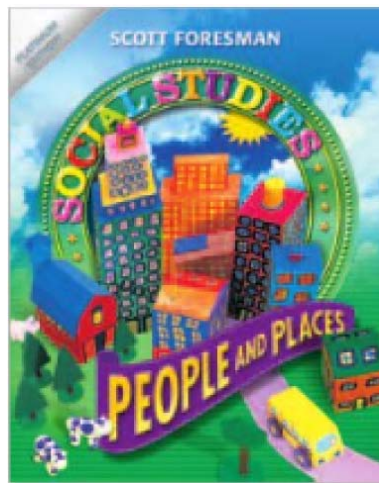


A Correlation of

**Scott Foresman
Social Studies**

Grade 2 – People and Places

© 2011



To the

Ohio

**Grade 2 Model Curriculum for
Social Studies**

**Scott Foresman Social Studies © 2011, Grade 2 – People and Places
to the
Ohio Grade 2 Model Curriculum for Social Studies**

INTRODUCTION

This document demonstrates how **Scott Foresman Social Studies ©2011 Platinum Edition** meets the objectives of the Ohio Grade 2 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 21st 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!

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Ohio Grade 2 Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Grade 2 – People and Places
Grade Two	
Theme	
<i>People Working Together</i>	
Strand	
<i>History</i>	
Topic	
<i>Historical Thinking and Skills</i>	
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	
<i>1. Time can be shown graphically on calendars and timelines.</i>	SE/TE: 226-227, 240, 256-257, 262-263, 287, TR15-TR28
<i>2. Change over time can be shown with artifacts, maps, and photographs.</i>	SE/TE: E2-E3, H10-H11, 22-23, 117, 176-177, 202, 204-205, 208-209, 210-211, 212, 216-217, 218, 223, 224-225, 228, 230-231, 232, 235, 245, 259, 264-265, 272-273, 274-275, 280
Topic	
<i>Heritage</i>	
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.	
Content Statement	
<i>3. Science and technology have changed daily life.</i>	SE/TE: E6-E7, 86-87, 122-123, 196-197, 228-229, 247, 254-255, 268-269, 275, 278-281, 283
<i>4. Biographies can show how peoples' actions have shaped the world in which we live.</i>	SE/TE: 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 220-221, 234-235, 268-269, 282-283

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Strand	
<i>Geography</i>	
Topic	
<i>Spatial Thinking and Skills</i>	
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. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
Content Statement	
<i>5. Maps and their symbols can be interpreted to answer questions about location of places.</i>	SE/TE: H16-H26, 12, 20-21, 29, 31, 32, 35, 38-39, 40-41, 46, 60-61, 62, 63, 64, 65, 75, 82, 87, 88, 93, 110, 117, 124-125, 125a, 133, 144, 158, 160-161, 171, 179, 184-185, 192, 202, 206, 214-216, 221, 223, 225, 228, 235, 239, 250, 252, 254, 267, 269, 277, 283
Topic	
<i>Places and Regions</i>	
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.	
Content Statement	
<i>6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</i>	SE/TE: 64-65, 68-71, 72-73, 78-79, 112-113, 114-115, 116-117, 120-123, 132-133, 136
Topic	
<i>Human Systems</i>	
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.	
Content Statement	
<i>7. Human activities alter the physical environment, both positively and negatively.</i>	SE/TE: E2-E3, 22-23, 50-51, 52-53, 62-63, 64-65, 66-67, 68-71, 76-79, 82-85, 86-87, 88-89, 92, 198-199
<i>8. Cultures develop in unique ways, in part through the influence of the physical environment.</i>	SE/TE: E10-E11, 40-41, 66-67, 200-205, 206-207, 208-209, 210-213, 230-233
<i>9. Interactions among cultures lead to sharing ways of life.</i>	SE/TE: E10-E11, 38-39, 40-41, 208-209, 212-213, 230-233, 244-245, 246-247, 250-253, 256-259, 260-261

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Strand	
<i>Government</i>	
Topic	
<i>Civic Participation and Skills</i>	
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	
<i>10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.</i>	SE/TE: E12-E13, H2-H5, 4, 15a, 29, 74-75, 88-89, 105, 111a, 158-159, 170-171, 178-179, 183, 190, 206-207, 211, 220-221, 234-235, 254-255
<i>11. Groups are accountable for choices they make and actions they take.</i>	SE/TE: H2, 4, 11, 12-13, 75, 88-89, 110-111, 111a, 117, 170-171
Topic	
<i>Rules and Laws</i>	
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.	
Content Statement	
<i>12. There are different rules that govern behavior in different settings.</i>	SE/TE: E15, H4, 4, 10-11, 44, 150-151, 154-157, 161, 162, 167, 172-175, 176-177, 178-179, 179a, 217
Strand	
<i>Economics</i>	
Topic	
<i>Economic Decision Making and Skills</i>	
Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.	
Content Statement	
<i>13. Information displayed on bar graphs can be used to compare quantities.</i>	SE/TE: 80-81, 85
Topic	
<i>Scarcity</i>	
There are not enough resources to produce all the goods and services that people desire.	
Content Statement	
<i>14. Resources can be used in various ways.</i>	SE/TE: 52-53, 57, 68-71, 72-73, 76-79, 82-85, 86-87, 88-89, 120-123, 136-137

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Topic	
<i>Production and Consumption</i> 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.	
Content Statement	
<i>15. Most people around the world work in jobs in which they produce specific goods and services.</i>	SE/TE: 68-71, 100-101, 104-107, 112-113, 120-123, 134
Topic	
<i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	
Content Statement	
<i>16. People use money to buy and sell goods and services.</i>	SE/TE: 102, 104-107, 126-129, 130-131, 142
Topic	
<i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
Content Statement	
<i>17. People earn income by working.</i>	SE/TE: 99, 104-107, 113, 123, 126-129