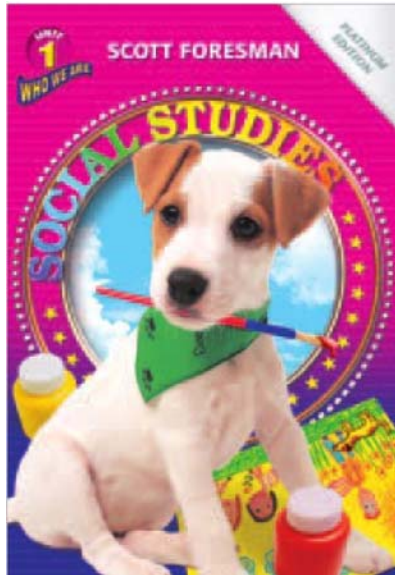


A Correlation of

**Scott Foresman
Social Studies**

Kindergarten – Here We Go

© 2011



To the

Ohio

**Kindergarten Model Curriculum
for Social Studies**

**Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
to the
Ohio Kindergarten Model Curriculum for Social Studies**

INTRODUCTION

This document demonstrates how **Scott Foresman Social Studies ©2011 Platinum Edition** meets the objectives of the Ohio Kindergarten 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*

**Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
to the
Ohio Kindergarten Model Curriculum for Social Studies**

Ohio Kindergarten Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
Kindergarten	
Theme	
<i>A Child's Place in Time and Space</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 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.	
Content Statement	
<i>1. Time can be measured.</i>	SE/TE: 42, 122, 313, 315, 316, TR15-TR28
<i>2. Personal history can be shared through stories and pictures.</i>	SE/TE: 15, 19, 22, 23, 26, 47, 50, 291-293, 297, 301-304, 305-308, 309-312, 315, 317-320, 321-324, 325-328, 329-332
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. Heritage is reflected through the arts, customs, traditions, family celebrations and language.</i>	SE/TE: 93-96, 309-312, 317-320, 329-330
<i>4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.</i>	SE/TE: 241-243, 244-246, 251-254, 263-266, 267-270, 279-282

**Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
to the
Ohio Kindergarten Model Curriculum for Social Studies**

Ohio Kindergarten Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
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. Children need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
Content Statement	
<i>5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</i>	SE/TE: 34, 63, 75, 76, 77, 211, 212, 216, 223
<i>6. Models and maps represent real places.</i>	SE/TE: 70-72, 73, 74-76, 179, 209-212, 213-216, 217-220, 221-223, 256-257, 259, 261, 279
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. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</i>	SE/TE: 143-146, 147-150, 151-154, 155-158, 225-228, 255
<i>8. Individuals are unique but share common characteristics of multiple groups</i>	SE/TE: 20-22, 88, 89, 94-95, 251, 267, 302-303, 309-311, 318-320
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. 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.	
Content Statement	
<i>9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</i>	SE/TE: 13, 27-30, 39-42, 72, 86-87, 119-122, 225-229, 268-270, 305-308

**Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
to the
Ohio Kindergarten Model Curriculum for Social Studies**

Ohio Kindergarten Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Kindergarten – Here We Go
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>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</i>	SE/TE: 30, 35-38, 43-46, 61, 63, 77-80, 81-84, 85-88
Strand	
<i>Economics</i>	
Topic	
<i>Scarcity</i>	
There are not enough resources to produce all the goods and services that people desire.	
Content Statement	
<i>11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</i>	SE/TE: 139-142, 143-146, 148-150, 152-153, 156-157
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>12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.</i>	SE/TE: 132-134, 135-138, 139-142, 143-146