

Title of Material: Scott Foresman Social Studies, c. 2011, All Together

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Publisher: Pearson Education, Inc., publishing as Scott Foresman

ISBN #: SE: 9780328520121 TE: 9780328581511

Reviewer: _____

Correlation to Standards: _____

Social Studies/ Grade 1--possible 26 (Objectives)
(Number of Yes checks divided by 26 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 1



Compatibility with the Idaho Content Standards: Grade 1

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States.

Goal	Objective - The student will:	YES	NO
Goal 1.1: Build an understanding of the cultural and social development of the United States.	1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)	Indicate Page No. SE/TE: Getting to Know Andrew, 8–9; Home and School, 14–17; Welcome to My Neighborhood, 50–53; Different Kinds of Communities, 56–57 Social Studies Plus! We Are Special, 2–3	
	1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)	Indicate Page No. SE/TE: Families Long Ago, 12–13; Weathers and Seasons Long Ago, 148–149; Then and Now, 34–35, 102–103 Social Studies Plus! Life in Grandma's Time, 69	
	1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)	Indicate Page No. SE/TE: Read a Time Line, 146–147, 180; Skills On Your Own, 180; Living Time Lines, 149a; also see: Time Lines, 166, 210–211, 252–253	

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	<p>1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01f)</p>	<p>Indicate Page No.</p> <p>SE/TE: Families Long Ago, 12–13; Weathers and Seasons Long Ago, 148–149; Then and Now, 34–35, 102–103; Native Americans, 190–191; The Colonies Become Free, 202–205; How Travel Has Changed, 252–253</p> <p>Social Studies Plus! Celebrating Our Country's History, 50–51</p>	
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Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal	Objective - The student will:	YES	NO
<p>Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.</p>	<p>1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)</p>	<p>Indicate Page No.</p> <p>SE/TE: Use a Map Key, 54–55, 60, 83; Use Four Directions, 60–61, 84; Looking at Our Land and Water, 150–153, 179</p> <p>TE only: Spinning Globes, 155a</p>	
	<p>1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)</p>	<p>Indicate Page No.</p> <p>SE/TE: Use Four Directions, 60–61, 84</p>	

Compatibility with the Idaho Content Standards: Grade 1

	continued	TE only: Where's North, 61a; Spinning Globes, 155a	
Goal	Objective - The student will:	YES	NO
Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.	1.SS.2.1.3 Identify legends and keys on maps. (394.01c)	Indicate Page No. SE/TE: Use a Map Key, 54–55, 60, 83 TE only: Make a Map, 55a	
	1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)	Indicate Page No. SE/TE: Looking at Our Land and Water, 150–153, 179; Locate Land and Water, 154–155; Where Am I? 155a; Endangered Animals, 174–175	
	1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e)	Indicate Page No. SE/TE: Where in the World Do I Live? 74a–77, 79a Social Studies Plus! Name That Street, 14	
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)	Indicate Page No. SE/TE: Caring for Our Resources, 170–173; Interview About Farm History, 164–167; Native Americans, 190–191; Read a Diagram, 192–193	

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	1.SS.2.2.2 Identify the ways people modify their environment.	Indicate Page No. SE/TE: How a Community changed, 56–57; Tree Musketeers, 166–167; Interview About Farm History, 164–167; How Travel Has Changed, 252–253	
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Standard 3: Economics

Students in Grade 1 explain basic economic concepts and explain the concepts of good personal finance.

Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)	Indicate Page No. SE/TE: Needs and Wants, 100–101 TE only: What Will You Pack? 100a; What Do I Need? 100a; A Wish List, 103a	
	1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b)	Indicate Page No. SE/TE: Spending and Saving, 104–105; Money Around the World, 106–107; Interview with a Farmer, 116–119; From Place to Place, 124–125; Big Wheels, 126–127 TE only: What Will You Buy? 104a; Choosing One of Three, 107a;	

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Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)	Indicate Page No. SE/TE: Needs and Wants, 100–101; Spending and Saving, 104–105 TE only: What Will You Pack? 100a; What Do I Need? 100a; A Wish List, 103a	
Goal 3.4: Explain the concepts of good personal finance.	1.SS.3.4.1 Identify ways to save money for future needs and wants. (392.01d)	Indicate Page No. SE/TE: Spending and Saving, 104–105 TE only: Piggy Bank Saving, 107a Social Studies Plus! A Penny Saved, 31; Spending and Saving, 32	

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal	Objective - The student will:	YES	NO
Goal 4.1: Build an understanding of the foundational principles of the American political system.	1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)	Indicate Page No. SE/TE: Rules of the Game, 22a; Rules We Follow, 22–25; What Did You Learn? 41 TE only: The Rules, 22a; Rules on Rules, 27a; Rule-	

Compatibility with the Idaho Content Standards: Grade 1

	continued	<p>Making, 27a; Our Rules, 27a; Choose a Rule, 70a Social Studies Plus!: The Cafeteria Rules, 9</p>	
	<p>1.SS.4.1.2 Create rules and explain why rules must be applied fairly. (391.01b)</p>	<p>Indicate Page No. SE/TE: Rules We Follow, 22–25 TE only: Rules of the Game, 22a; The Rules, 22a; Practice and Extend, 24 Social Studies Plus!: The Cafeteria Rules, 9</p>	
	<p>1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)</p>	<p>Indicate Page No. SE/TE: Voting, 218–221; Solve a Problem, 26–27; Decision Making, 71, 105, 239 TE only: Voting, 218a, 223a Social Studies Plus!: We Can Solve It, 4–5; Why Vote for Me? 57; Deciding What to Do, 67</p>	
	<p>1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.</p>	<p>Indicate Page No. SE/TE: Citizen Heroes, 18–19, 68–69, 112–113, 160–161, 222–223, 244–245 Social Studies Plus!: Citizenship: Courage, 10;</p>	

Compatibility with the Idaho Content Standards: Grade 1

	continued	Fairness, 22; Care, 34; Responsibility, 46; Honesty, 58; Respect, 70	
Goal	Objective - The student will:	YES	NO
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	1.SS.4.2.1 Identify the significance of symbols in the United States. (389.01a)	Indicate Page No. SE/TE: Symbols in Our Country, 208–209; Our Country’s Flag, 210–111; Washington, D.C., 221; Statue of Liberty, 208, 228; The Star-Spangled Banner, 224–225 TE only: Picturing Symbols, 211a	
	1.SS.4.2.2 Recite the Pledge of Allegiance.	Indicate Page No. SE/TE: Pledge of Allegiance, H8–H9, 16–17	
	1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. (371.01a, 372.01b)	Indicate Page No. SE/TE: Chinese New Year, 64, 66-67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215 TE only: Holiday Spirit, 217a Social Studies Plus!: History and Holidays, 73–85	

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Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.	Indicate Page No. SE/TE: Who Does What? 35a; Welcome to My Neighborhood, 52–53; Community Laws and Leaders, 70–71 TE only: Citizen Heroes, 21a; Help Hints, 73a	
	1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)	Indicate Page No. SE/TE: Home and School, 14–17; Hands on the Job, 94a; Ben’s Jobs, 94–97; Use a Chart, 98–99 TE only: The Way We Do It, 14a; Who am I? 99a	

Standard 5: Global Perspectives

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)	Indicate Page No. SE/TE: Life Around the World, 258–261 Social Studies Plus!: Homes Around the World, 63	
	1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)	Indicate Page No. SE/TE: Chinese New Year, 66–67; Life Around the	

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	continued	World, 258–261; It Is Time to Leave, 264–265 TE only: Work Around the world, 265a Social Studies Plus! Homes Around the World, 63	
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