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Reviewer: _____

Correlation to Standards: _____

Social Studies/ Grade 2--possible 22 (Objectives)
(Number of Yes checks divided by 22 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 2



Compatibility with the Idaho Content Standards: Grade 2

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States.

Goal	Objective - The student will:	YES	NO
<p>Goal 1.1: Build an understanding of the cultural and social development of the United States.</p>	<p>2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)</p>	<p>Indicate Page No. SE/TE: We Belong to Groups, 6–7; Living in a Neighborhood, 8–11; Kids Care Clubs, 12–13; A Walk Though a Community, 16–19; How a Community Changes, 22–23; Family History, 250–253 TE only: Family Culture, 263a</p>	

Compatibility with the Idaho Content Standards: Grade 2

Students in Grade 2 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
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a)	Indicate Page No. SE/TE: Geography Skills, H18; Read a City Map, 20–21, 46; Landforms and Water on a Map, 60–61, 93 Social Studies Plus! Create Physical Models, 15	
	2.SS.2.1.2 State the cardinal directions and how to use a compass rose. (410.01b)	Indicate Page No. SE/TE: Use a Compass Rose, 124–125, 144 TE only: Make a Map, 125a	
	2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)	Indicate Page No. SE/TE: Geography Skills, H20–H21, H22–H23; Read a City Map, 20–21, 46; Map Keys, 23a; Use a Compass Rose, 124–125, 144; Use a Map Scale, 214–215, 239	
	2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)	Indicate Page No. SE/TE: Geography Skills, H24–H25; Georgia, 31; The United States, 32; Think and Share, 33	

Compatibility with the Idaho Content Standards: Grade 2

Goal	Objective - The student will:	YES	NO
<p>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<p>2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)</p>	<p>Indicate Page No. SE/TE: Comparing Communities, 24–27; Where People Live, 62–6; How and Where People Live, 66–67</p>	
	<p>2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)</p>	<p>Indicate Page No. SE/TE: Where People Live, 62–65; 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>	

Compatibility with the Idaho Content Standards: Grade 2

Standard 3: Economics

Students in Grade 2 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	2.SS.3.1.1 Identify wants and needs of all families. (408.01a)	Indicate Page No. SE/TE: Wants and Needs, 106–107; Make a Decision, 108–109	
	2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)	Indicate Page No. 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; Can You Guess These Workers? 140–141 TE only: Make a Jobs Booklet, 111a	
	2.SS.3.1.3 Identify the difference between goods and services. (408.01c)	Indicate Page No. SE/TE: Choosing Goods and Services, 104–105; Services in Our Community, 112–115; Goods from the Factory to You, 120–123 Social Studies Plus!: Create Goods and Money, 16	

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	<p>2.SS.3.1.4 Identify differences between producers and consumers. (408.01d)</p>	<p>Indicate Page No. SE/TE: From My Orchard to You, 68-71; Goods from the Factory to You, 120-123 TE only: A Classroom Store, 104a; Make a Jobs Booklet, 111a; Set Up a Trading Post, 139a Social Studies Plus!: Let's Go to the Market, 16-17</p>	
Goal	Objective - The student will:	YES	NO
<p>Goal 3.2: Identify different influences on economic systems.</p>	<p>2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)</p>	<p>Indicate Page No. SE/TE: Comparing Communities, 24-27; Where People Live, 62-66; How and Where People Live, 66-67; From My Orchard to You, 68-71; Growing Crops, 72-73; Our Earth's Resources, 76-79; Goods from the Factory to You, 120-123 Social Studies Plus!: What's What, 18</p>	
<p>Goal 3.4: Explain the concepts of good personal finance.</p>	<p>2.SS.3.4.1 Identify reasons people save.</p>	<p>Indicate Page No. SE/TE: A Trip to the Bank, 126-129 TE only: Make Your Own Bank, 126a</p>	

Compatibility with the Idaho Content Standards: Grade 2
Standard 4: Civics and Government

Students in Grade 2 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.	2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)	Indicate Page No. SE/TE: Rules and Laws, 4, 8–11 TE only: Rule Book, 15a Social Studies Plus!: Classroom Constitution, 38–39	
	2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school. (407.01b)	Indicate Page No. SE/TE: Rules and Laws, 4, 8–11 TE only: Rule Book, 15a Social Studies Plus!: Classroom Constitution, 38–39	
	2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.	Indicate Page No. SE/TE: Living in a Neighborhood, 8–11 Social Studies Plus!: Right-on Rules, 7 Social Studies Plus!: Classroom Constitution, 38–39; Quilt of Laws, 43	

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Goal	Objective - The student will:	YES	NO
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01c)</p>	<p>Indicate Page No. SE/TE: Citizenship Skills, H6; Landmarks in Our Country, 264–267; Here and There: Landmarks Around the World, 270–271; Voting for Leaders, 172–175; The Land Of Freedom, 180–183; Flags Around the World, 187; People Celebrate, 256–259 Social Studies Plus!: Mystery Holiday Chest, 67; Happy Holiday Speech, 68; History and Holidays, 73–85</p>	
	<p>2.SS.4.2.2 State the meaning of the Pledge of Allegiance. (405.01c)</p>	<p>Indicate Page No. SE/TE: Citizenship Skills: Pledge of Allegiance, H6–H7</p>	
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>2.SS.4.3.1 Identify characteristics of good citizenship, such as courage, honesty, and responsibility. (407.01d)</p>	<p>Indicate Page No. SE/TE: Citizenship Skills, H2–H9; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255 TE only: Being a Good Citizen, 111a Social Studies</p>	

Compatibility with the Idaho Content Standards: Grade 2

	continued	Plus! Caring, 10; Responsibility, 22; Respect, 34; Fairness, 46; Honesty, 58; Courage, 70	
	2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)	Indicate Page No. SE/TE: Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255; Biography, 28–29, 34–35, 74–75, 86–87, 116–117, 132–133, 170–171, 178–179, 220–221, 234–235, 268–269, 282–283	

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.	Indicate Page No. SE/TE: Children of the World, 40–41; Landmarks Around the World, 270–271 Social Studies Plus! Welcome to My Neighborhood, 64–65	
	2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)	Indicate Page No. SE/TE: Children of the World, 40–41; People Celebrate, 256–259; Spring, 260–261	

Compatibility with the Idaho Content Standards: Grade 2

	continued	TE only: Family Culture, 263a Social Studies Plus!: Heritage Festival, 62–63	
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