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Reviewer: _____

Correlation to Standards: _____

Social Studies/ Grade 3--possible 29 (Objectives)
(Number of Yes checks divided by 29 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 3



Compatibility with the Idaho Content Standards: Grade 3

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the 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.	3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)	Indicate Page No. SE/TE: Celebrations Across Our Own Nation, 120–123; Pledge of Allegiance, 350-351; The Declaration of Independence, 367; Map Adventure: Washington D.C., 369 Social Studies Plus!: Holiday Best, 40; Compare and Contrast, 42; Where in the World? 43; Pick a Holiday, Any Holiday! 50; History and Holidays, 134–145	
	3.SS.1.1.2 Investigate the history of your community.	Indicate Page No. SE/TE: History of El Paso, 13; Celebrating a Community's Past, 114–117; Celebrate! 132 Social Studies Plus!: When Did Everyone Get Here? 18; Past and Present, 19	

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	<p>3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)</p>	<p>Indicate Page No. SE/TE: History of El Paso, 13; Ethnic Neighborhood, 81; Practice and Extend, 92; Sharing Cultures, 93; Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–117; Celebrations Across Our Own Nation, 120–123 Social Studies Plus! Welcome to Our Community, 8–9; Community Flag or Seal, 12; Community Motto, 13; Hear Ye, Hear Ye, 20</p>	
	<p>3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.</p>	<p>Indicate Page No. SE/TE: Celebrating Cultures, 104–109, 112–113; Celebrating a Community’s Past, 114–117; Choosing Wisely, 300–303; Make a Decision, 304–305; Unit Project, 198, 348 Social Studies Plus! Community Flag or Seal, 12; Community Motto, 13</p>	

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<p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</p>	<p>3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)</p>	<p>Indicate Page No. SE/TE: Where Did They Come From? 84–89; Meeting Individual Needs, 85</p>	
	<p>3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)</p>	<p>Indicate Page No. SE/TE: Moving to a New Community, 74–77; Where Did They Come From? 84–89; Moving North, 94–95 Social Studies Plus! When Did Everyone Get Here? 18; We Move from Place to Place, 26–27; The Great Migration, 28–29; A Nation of Immigrants, 34; Wagons and Wings, 36; My Life and Times, 37; Settle Here!, 78</p>	
	<p>3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)</p>	<p>Indicate Page No. SE/TE: Moving to a New Community, 74–77; Where Did They Come From? 84–89; Moving North, 94–95 Social Studies Plus! When Did Everyone Get Here? 18; We Move from Place to Place, 26–27; The Great Migration, 28–29; A</p>	

Compatibility with the Idaho Content Standards: Grade 3

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Standard 2: Geography

2settlement of human populations on the earth's surface.

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>3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)</p>	<p>Indicate Page No. SE/TE: Geography Skills, H12–H20; Communities, 10–15; United States Communities, 18–23; A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50 Social Studies Plus! My Community Map, 62</p>	
	<p>3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)</p>	<p>Indicate Page No. SE/TE: Map Handbook, H15; Map of the United States of America, R6–R7; Map of Our Fifty States: Political, R8–R9 Social Studies Plus! A Long, Long Way from Home, 12; My Community Map, 62</p>	

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	<p>3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)</p>	<p>Indicate Page No. SE/TE: Geography Skills, H12–H20 (Read a Political Map, H16; Different Kinds of Borders, H18); Landform, 143 Social Studies Plus! My Community Map, 62</p>	
	<p>3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)</p>	<p>Indicate Page No. SE/TE: Use Map Scales, 32–33; Use Intermediate Directions, 98–99; Geography Skills: Map Handbook, H14–H15</p>	
	<p>3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)</p>	<p>Indicate Page No. SE/TE: Read a Grid Map of the City, H19; Understand Latitude and Longitude, 388–389, 409</p>	
<p>Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.</p>	<p>3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)</p>	<p>Indicate Page No. SE/TE: History of El Paso, 13; A Rural Community, 38–39; A Suburban Community, 42–43; From Farm to Town, 44–45; An Urban Community, 48–50; A Mountain Community, 172–177; A Water Community, 178–</p>	

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	<p>continued</p>	<p>185; A Crossroads Community, 186–193 Social Studies Plus!: When Did Everyone Get Here? 18; We Move from Place to Place, 26–27; The Great Migration, 28–29; A Nation of Immigrants, 34</p>	
	<p>3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)</p>	<p>Indicate Page No. SE/TE: What's Your Community's Environment, 142–149; Living in Different Climates, 150–159; Community and Resources, 160–167; A Mountain Community, 172–177; A Water Community, 178–185; A Crossroads Community, 186–193 Social Studies Plus!: A Special Place, 35; There and Back Again, 35 Motto, 13; Flap Fact Picture, 56</p>	
	<p>3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)</p>	<p>Indicate Page No. SE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban</p>	

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Standard 3: Economics

Students in Grade 3 explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)	Indicate Page No. SE/TE: A Community Business, 306–311 Social Studies Plus! Fascinating Flowchart, 106	
	3.SS.3.1.2 Explain the difference between public and private property. (424.01c)	Indicate Page No. SE/TE: Issues and Viewpoints: Who Owns the Land? 228–229; Services Local Governments Provide, 386	
Goal 3.2: Identify different influences on economic systems.	3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)	Indicate Page No. SE/TE: Community and Resources, 160–167; A Community Business, 306–311; A Mountain Community, 172– 177; A Water Community, 178– 185; A Crossroads Community, 186– 193 Social Studies	

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	continued	Plus! We Can't Do Without It! 102	
Goal 3.3: Analyze the different types of economic institutions.	3.SS.3.3.1 Explain the purpose of a bank.	Indicate Page No. SE/TE: Opening a Savings Account, 287; Earning, Spending, and Saving, 290–295	
Goal 3.4: Explain the concepts of good personal finance.	3.SS.3.4.1 Describe the purposes and benefits of savings. (424.01d)	Indicate Page No. SE/TE: Opening a Savings Account, 287; Earning, Spending, and Saving, 290–295 Social Studies Plus! Choices, Choices! 103	

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Standard 4: Civics and Government

Students in Grade 3 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.	3.SS.4.1.1 Explain why communities have laws. (423.01c)	Indicate Page No. SE/TE: The Bill of Rights, 370–371; Being a Good Citizen, 376–379 Social Studies Plus! A Town Council Meeting, 52–53; Learning the Rules, 54–55	
	3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)	Indicate Page No. SE/TE: The Bill of Rights, 370–371; Being a Good Citizen, 376–379; Social Studies Plus! Learning the Rules, 54–55; Class Council, 114–115	
	3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.	Indicate Page No. SE/TE: United States Government, 366–371; Your Local Government, 382–383; Community Services, 384–387; Community Leaders, 390–395; State Government, 398–401; Next Question! 410 Social Studies	

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	continued	Plus! A Town Council Meeting, 52–53; Class Council, 114–115	
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)</p>	<p>Indicate Page No. SE/TE: Why We Remember, 383; Community Services, 384–387; Community Leaders, 390–395; Next Question! 410 Social Studies Plus! A Town Council Meeting, 52–53; What Do You do? 124</p>	
	<p>3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment.</p>	<p>Indicate Page No. SE/TE: Community Leaders, 390–395; also see: Taking Responsibility, 378–379; Next Question! 410 Social Studies Plus! What Do You do? 124</p>	
	<p>3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)</p>	<p>Indicate Page No. SE/TE: Community Services, 384–387; Next Question! 410 Social Studies Plus! Terrific Taxes, 122; Piece of the Pie, 129</p>	

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<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)</p>	<p>Indicate Page No. SE/TE: Citizenship Skills, H2–H3; Rights and Responsibilities, 357; Citizenship in History, 374–375; Being a Good Citizen, 376–379; Citizen Heroes, 15–16, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229 Social Studies Plus! A Town Council Meeting, 52–53; Class Council, 114–115; What Do You do? 124</p>	
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Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<p>3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.</p>	<p>Indicate Page No. SE/TE: Sharing Cultures, 93; A Spanish Community, 214–219; Here and There: Cadiz, Spain, 220–221; A French Community, 224–227; Celebrating Cultures, 104–109; Dancing to Celebrate Culture,</p>	

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	<p>continued</p>	<p>112–113; Celebrating a Community’s Past, 114–115 TE Only: Practice and Extend, 92 Social Studies Plus!: Community Flag or Seal, 12; Community Motto, 13; Compare and Contrast, 42; Where in the World? 43</p>	
	<p>3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)</p>	<p>Indicate Page No. SE/TE: Sharing Cultures, 93; Celebrating Cultures, 104–109; Celebrating a Community’s Past, 114–115; Biography: Celebrations Across Our Own Nation, 120–123; Governments in the Past, 358–361; Then and Now: The Magna Carta and the U.S. Constitution, 360 TE Only: Practice and Extend, 92 Social Studies Plus!: Welcome to Our Community, 8– 9; Community Vocabulary, 34; Ten Little Words, 37</p>	