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Social Studies/ Grade 4--possible 43 (Objectives)
(Number of Yes checks divided by 43 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 4



Compatibility with the Idaho Content Standards: Grade 4

Standard 1: History

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians 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.	4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)	Indicate Page No. SE/TE: We All Live Together, 36; Americans All, 38–44; Lessons on Cultural Groups, 126–129, 188–193, 194–201, 245, 256–259, 264–266, 269, 277, 302, 324–329, 332–333, 334–336, 340, 342, 347, 394–399, 401; also see: Culture, 1f, 4, 13, 17, 41, 45, 53, 74–75, 95f, 98, 107–108, 115, 139, 147, 152–153, 157f, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310–311, 312, 329, 345, 349, 354–355, 359f, 362, 373, 385–386, 389, 399, 407; Keeping Culture Strong, 260–261	
	4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)	Indicate Page No. Social Studies Plus! “Go West!” Time Line, 18; Explorers’ Letters, 20 Learning About Your State and	

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	continued	Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14	
<p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</p>	<p>4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c)</p>	<p>Indicate Page No.</p> <p>Social Studies Plus!: “Go West!” Time Line, 18; Explorers’ Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83; The Life of Sitting Bull, 92</p> <p>Learning About Your State and Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14</p>	
	<p>4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)</p>	<p>Indicate Page No.</p> <p>SE/TE: The Territories of the West Become States, 405</p> <p>Social Studies Plus!: “Go West!” Time Line, 18; Explorers’ Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83</p> <p>Learning About Your State and</p>	

Compatibility with the Idaho Content Standards: Grade 4

	continued	Community: State History, 9; Life for Early Settlers, 12; Famous People, 14	
	4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho	Indicate Page No. Social Studies Plus! "Go West!" Time Line, 18; Explorers' Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83 Learning About Your State and Community: State History, 9; Life for Early Settlers, 12; Famous People, 14	
	4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.	Indicate Page No. Social Studies Plus! "Go West!" Time Line, 18; Explorers' Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83; The Life of Sitting Bull, 92 Learning About Your State and Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14	

Compatibility with the Idaho Content Standards: Grade 4

<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<p>4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.</p>	<p>Indicate Page No.</p> <p>Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14</p> <p>Social Studies Plus!: For Related Native American Material see: The Life of Sitting Bull, 92</p>	
	<p>4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.</p>	<p>Indicate Page No.</p> <p>Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs Our State? 20</p> <p>Social Studies Plus!: For Related Native American Material see: The Life of Sitting Bull, 92</p>	
<p>Goal</p>	<p>Objective - The student will:</p>	<p>YES</p>	<p>NO</p>
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<p>4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.</p>	<p>Indicate Page No.</p> <p>Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs</p>	

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	continued	Our State? 20	
	4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.	Indicate Page No. Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs Our State? 20; Your Community: Past and Future, 42	
	4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.	Indicate Page No. Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs Our State? 20; Your Local Government, 37; Getting the Help You Need, 38	
	4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.	Indicate Page No. Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs Our State? 20	

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	<p>4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.</p>	<p>Indicate Page No. Learning About Your State and Community: State History, 9; Early People in Our State, 10; Famous People, 14; Who Governs Our State? 20; Your Local Government, 37; Getting the Help You Need, 38 Social Studies Plus! They Represent Us, 19</p>	
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Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth’s surface and trace the migration and settlement 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>4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)</p>	<p>Indicate Page No. SE/TE: Map Handbook, H10–H22; Map and Globe Skills, 24–25, 54–55, 86–87, 170–171, 408–409; Map Adventure, 83, 144, 174, 279, 341, 402; Chart and Graph Skills, 110–111, 134–135, 240–241; Interpret Charts, 248, 413; Interpret Graphs, 313; also see: Maps, 11, 19, 20, 22, 25, 40, 41, 105, 114, 133, 167, 173, 181, 191, 195,</p>	

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	continued	234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2–R15 Learning About Your State and Community: Make a Map of Your Community, 36	
	4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)	Indicate Page No. SE/TE: Map Handbook, H12–H15; Regions and Landforms, 10–15; Highest and Lowest Landforms, 16–17; Climate, 18–23; Read a Time–Zone Map, 54–55; Understand Longitude and Latitude, 408–409; Atlas, R1–R15, R16–R17; also see: Maps, 105, 114, 167, 170, 234, 372, 409	
Goal	Objective - The student will:	YES	NO
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)	Indicate Page No. SE/TE: Understand Longitude and Latitude, 408–409	
	4.SS.2.1.4 Describe the physical regions of Idaho and identify major natural resources.	Indicate Page No. Social Studies Plus! Regional Tours, 12; Compare and Contrast	

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	continued	Regions, 15 Learning About Your State and Community: The Region Where We Live, 2; The Land in Our State, 3; Bodies of Water, 4; Weather, 5; Natural Resources, 6; Resources and Industries, 7; Plants and Animals, 8	
<p>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</p>	<p>4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)</p>	<p>Indicate Page No. SE/TE: The Territories of the West Become States, 405 Social Studies Plus! "Go West!" Time Line, 18; Explorers' Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83; The Life of Sitting Bull, 92 Learning About Your State and Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14; Where People Live, 15; Then and Now, 18</p>	

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	<p>4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.</p>	<p>Indicate Page No.</p> <p>Social Studies Plus! “Go West!” Time Line, 18; Explorers’ Letters, 20; Land Rush, 78–79; Moving West, 80–81, 82–83; The Life of Sitting Bull, 92</p> <p>Learning About Your State and Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14; Where People Live, 15</p>	
	<p>4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement. (442.02b)</p>	<p>Indicate Page No.</p> <p>Learning About Your State and Community: The Region Where We Live, 2; The Land in Our State, 3; State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14</p> <p>Learning About Your State and Community: Where People Live, 15</p>	

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	<p>4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)</p>	<p>Indicate Page No.</p> <p>SE/TE: Regional Resources, 26–31; Children’s Atlas, 33; Moving Westward, 68–69; Growth of Industry, 70–71; Transportation and Communication, 80–85; Here and There: Bay Life, 120–121; Cities Grow and Change, 142–146; Wildlife and Resources, 178–183; The Glittering Cities, 210–213; Bountiful Midwestern Farms, 246–249; Big Farms and Little Farms, 250–251; Building Farms, 270–272</p> <p>Learning About Your State and Community: Where People Live, 15; Cities and Towns, 35</p>	
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Standard 3: Economics

Students in Grade 4 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
<p>Goal 3.1: Explain basic economic concepts.</p>	<p>4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)</p>	<p>Indicate Page No.</p> <p>SE/TE: The Land of Plenty, 66–69; Trade Then and</p>	

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	continued	Now, 72–73; The Narragansett People, 126–127; The Cherokee, 188–190; Early History of the Southeast, 194–196; The Ojibwa, 256–257; The Navajo, 324–325; The Tlingit, 394–395 Learning About Your State and Community: State History, 9; Early People in Our State, 10; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14	
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Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)	Indicate Page No. SE/TE: Free Trade, 76; The Amount of a Product, 77; Making Choices, 78 Social Studies Plus! Wants and Needs Chart, 24	
	4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)	Indicate Page No. Learning About Your State and Community: What People Do, 17; Industries and the Economy, 25	
	4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)	Indicate Page No. Learning About Your State and Community: State History, 9; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14	
	4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)	Indicate Page No. Learning About Your State and Community: The Region Where We Live, 2; The Land in Our State, 3; Bodies of Water, 4; Weather, 5; Natural Resources, 6; Resources and	

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	continued	Industries, 7; Plants and Animals, 8	
Goal 3.2: Identify different influences on economic systems.	4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)	Indicate Page No. Learning About Your State and Community: What People Do, 17; Industries and the Economy, 25	
	4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)	Indicate Page No. Learning About Your State and Community: Resources and Industries, 7; What People Do, 17; Industries and the Economy, 25	
Goal 3.4: Explain the concepts of good personal finance.	4.SS.3.4.1 Define entrepreneurship and identify reasons for starting a business.	Indicate Page No. Social Studies Plus!: Let's Do Business, 25	

Standard 4: Civics and Government

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal	Objective - The student will:	YES	NO
Goal 4.1: Build an understanding of the foundational principles of the American political system.	4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.	Indicate Page No. SE/TE: A Government for the People, 47; Government by the	

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	<p>continued</p>	<p>People, 48; Three Levels of Government, 49; Three Branches of Government, 50–51 Learning About Your State and Community: Famous People, 14; Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38 Social Studies Plus! They Represent Us, 19</p>	
	<p>4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.</p>	<p>Indicate Page No. SE/TE: The Flexibility of Government, 52: Responsibilities as Americans, 58-59 Learning About Your State and Community: Famous People, 14; Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help</p>	

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	continued	You Need, 38 Social Studies Plus! They Represent Us, 19	
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)</p>	<p>Indicate Page No. Learning About Your State and Community: State Symbols, 34</p>	
	<p>4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)</p>	<p>Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38 Social Studies Plus! They Represent Us, 19</p>	
	<p>4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.</p>	<p>Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38</p>	

Compatibility with the Idaho Content Standards: Grade 4

	continued	Social Studies Plus! They Represent Us, 19	
	4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)	Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23	
	4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.	Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20	

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Goal	Objective - The student will:	YES	NO
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.</p>	<p>Indicate Page No. SE/TE: Curriculum Connection: Writing (to local official), 47; Three Levels of Government, 48, 49 Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23 Social Studies Plus! They Represent Us, 19</p>	
	<p>4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)</p>	<p>Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20 Social Studies Plus! They Represent Us, 19</p>	
	<p>4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)</p>	<p>Indicate Page No. Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial</p>	

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	continued	Branch, 23; Your Local Government, 37; Getting the Help You Need, 38 Social Studies Plus! They Represent Us, 19	
Goal 4.4: Build an understanding of the evolution of democracy.	4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)	Indicate Page No. SE/TE: A Government for the People, 47; Government by the People, 48; The Flexibility of Government, 52; The Strengths of Our Freedoms, 56–59 Learning About Your State and Community: Who Governs Our State? 20; The Governor of Our State, 21; The State Legislature, 22; The Judicial Branch, 23; Your Local Government, 37; Getting the Help You Need, 38	

Standard 5: Global Perspectives

Students in Grade 4 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.	4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.	Indicate Page No. Learning About Your State and Community: State	

Compatibility with the Idaho Content Standards: Grade 4

	continued	History, 9; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14; State Celebrations, 26; Cultural Resources, 27; Arts and Crafts, 28	
	4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world. (433.01c)	Indicate Page No. Learning About Your State and Community: State History, 9; Early Explorers, 11; Life for Early Settlers, 12; Famous People, 14; State Celebrations, 26; Cultural Resources, 27; Arts and Crafts, 28	
	4.SS.5.1.3 Identify Idaho's role in the global economy.	Indicate Page No. Learning About Your State and Community: Resources and Industries, 7; What People Do, 17; Industries and the Economy, 25	