Louisiana Department of Education
Social Studies

Correlation to Grade Level Expectations
Grade 1 Correlation Document

★★★★ SCOTT FORESMAN ★★★★
SOCIAL STUDIES

Pearson Scott Foresman
All Together
Social Studies
GRADE 1

C/SS-7A_G1
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<thead>
<tr>
<th>GRADE LEVEL EXPECTATIONS</th>
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<tr>
<td>Geography The World in Spatial Terms</td>
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TE Part 2: LA Comprehensive Curriculum  
Lesson Planner: Unit 1, pp 2–3  
Ancillaries: Workbook pages pictured on TE page(s) 61, 77, 155, 201 |
| 2. Interpret a simple chart (G-1A-E1) | SE: 20–21, 40, 98–99, 102-103, 132, 146-147, 243, 254, 255, 260-261  
TE Part 2: LA Comprehensive Curriculum |
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| 2. Interpret a simple chart (G-1A-E1) | Lesson Planner: Unit 1, pp 2–3  
Ancillaries: Workbook pages pictured on TE page(s) 21, 99 |
LA Comprehensive Curriculum Support Unit 4  
TE Part 2: LA Comprehensive Curriculum  
Lesson Planner: Unit 1, pp 2–3  
Ancillaries: Workbook pages pictured on TE page(s) 61, 77, 155  
Louisiana Comprehensive Curriculum Support Card: Unit 4 |
| 4. Locate places on the school campus and describe their relative location (G-1A-E2) | SE: 4–5, 6–7, 42  
TE Part 1: 4–5, 6–7, 42  
TE Part 2: LA Comprehensive Curriculum  
Lesson Planner: Unit 1, pp 2–3 |
### Grade 1 Correlation

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<td>4. Locate places on the school campus and describe their relative location (G-1A-E2)</td>
<td>Ancillaries: 42</td>
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<td>5. Create simple maps to identify the relative location of places in the school and community (G-1A-E3)</td>
<td>SE: 50–53, 270–271</td>
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<td>TE Part 1: 50–53, 270–271</td>
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<td></td>
<td>TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 2–3</td>
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<td><strong>Places and Regions</strong></td>
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<td>6. Identify Earth’s various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)</td>
<td>SE: 150–153, 154–155</td>
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<td>TE Part 1: 150–153, 154–155</td>
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<td>LA Comprehensive Curriculum Support Unit 4</td>
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<td>TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 2–3</td>
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<td></td>
<td>Ancillaries: Workbook pages pictured on TE page(s) 153, 155</td>
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<td>Louisiana Comprehensive Curriculum Support Card: Unit 4</td>
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<td>7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)</td>
<td>SE: LA 2-LA 3, LA 4-LA 5, 56–57, 116–119, 124–125, 164–167, LA2–3, LA 4–5</td>
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7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3) | 119, 124–125, 164–167  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 6–7  
Ancillaries: Workbook pages pictured on TE page(s) 57, 119, 167 |
| 8. Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4) | SE: 16, 64, 66–67, 162–163  
TE Part 1: 16, 64, 66–67, 162–163  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 4–5  
Louisiana Comprehensive Curriculum Support Card: Unit 2 |
| Physical and Human Systems | |
| 9. Describe how seasons affect the local community (G-1C-E1) | SE: LA 8- LA 9, 142–145, 148–149  
TE Part 1: LA 8- LA 9, 142–145, 148–149  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 4–5  
Ancillaries: Workbook pages pictured on TE page(s) 145 |
## Grade 1 Correlation

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<td>10. Identify and compare differences in land use (e.g., rural and city settlements)</td>
<td>SE: LA 2- LA 3, 56–57&lt;br&gt;TE Part 1: LA 2- LA 3, 56–57&lt;br&gt;LA Comprehensive Curriculum Support Unit 2&lt;br&gt;TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 6–7&lt;br&gt;Ancillaries: Workbook pages pictured on TE page(s) 57Louisiana Comprehensive Curriculum Support Card: Unit 2</td>
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| **12. Identify the types of economic activities in which family members participate (G-1C-E5)** | SE: LA 6- LA 7, LA 14- LA 15, 94-97, 98-99, 100-103, 104–105, 108-111, 124-125  
**TE Part 2:** LA Comprehensive Curriculum Lesson Planner: Unit 4, pp 16–17  
**Ancillaries:** Workbook pages pictured on TE page(s) 99 |
| **13. Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)** | SE: LA 2- LA 3, 50–53  
**TE Part 1:** LA 2- LA 3, 50–53  
**TE Part 2:** LA Comprehensive Curriculum Lesson Planner: Unit 1, pp 2–3  
**Ancillaries:** Workbook pages pictured on TE page(s) 53  
**Louisiana Comprehensive Curriculum Support:** Card Unit 2 |
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<td>Environment and Society</td>
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| 14. Identify the basic human needs of food, clothing, and shelter (G-1D-E1) | SE: LA 8- LA 9, 100–103  
**TE Part 1:** LA 8- LA 9, 100–103, 103a  
LA Comprehensive Curriculum Support Unit 3  
**TE Part 2:** LA Comprehensive Curriculum Support Unit 3  
Lesson Planner: Unit 4, pp 16–17 Louisiana  
Comprehensive Curriculum Support Card: Unit 3 |
| 15. Identify various types of human shelters and describe building materials used for construction (G-1D-E2) | SE: 48–49, 192-193, 258–261  
**TE Part 1:** 48–49, 103a, 192-193, 258–261  
LA Comprehensive Curriculum Support Unit 6  
**TE Part 2:** LA Comprehensive Curriculum  
Lesson Planner: Unit 4, pp 16–17 Ancillaries: Workbook pages pictured on TE  
page(s) 49, 261 Louisiana Comprehensive  
Curriculum Support Card: Unit 6 |
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<td><strong>Civics</strong></td>
<td><strong>Structure and Purposes of Government</strong></td>
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16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)

- **SE:** LA 10- LA 11, 22–25
- **TE Part 1:** LA 10- LA 11, 22–25
- LA Comprehensive Curriculum Support Unit 1
- **TE Part 2:** LA Comprehensive Curriculum Support Unit 1
- **Lesson Planner:** Unit 2, pp 8–9
- **Ancillaries:** Workbook pages pictured on TE page(s) 25
- **Louisiana Comprehensive Curriculum Support Card:** Unit 1

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17. Explain the necessity of establishing leadership and order at school (C-1A-E2)

- **SE:** LA 10- LA 11, 22–25
- **TE Part 1:** LA 10- LA 11, 22–25
- LA Comprehensive Curriculum Support Unit 1
- **TE Part 2:** LA Comprehensive Curriculum Support Unit 1
- **Lesson Planner:** Unit 2, pp 8–9
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<td>18. Identify and recognize the current president of the United States (C-1A-E5)</td>
<td>SE: 221&lt;br&gt;TE Part 1: 218–221&lt;br&gt;TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 10–11&lt;br&gt;Ancillaries: Workbook pages pictured on TE page(s) 221&lt;br&gt;Addendum: TE Part 1: 221&lt;br&gt;Louisiana Comprehensive Curriculum Support Card: Unit 5</td>
<td>✓ if the content of the text material is sufficient to allow students to adequately meet the GLE.</td>
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| **20.** Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7) | TO BE COMPLETED BY PUBLISHER  
SE: LA 10- LA 11, 22–25  
LA Comprehensive Curriculum Support Unit 1  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 8-9  
Ancillaries: Workbook pages pictured on TE page(s) 25  
Louisiana Comprehensive Curriculum Support Card: Unit 1 |

**Foundations of the American Political System**

| 21. Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2) | TO BE COMPLETED BY PUBLISHER  
SE: 14–17, 18–19, 22–25  
TE Part 1: 14–17, 18–19, 22–25  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 10–11  
Ancillaries: Workbook pages pictured on TE page(s) 17, 25 |

**Roles of the Citizen**

| 22. Define the meaning of the term classroom citizen (C-1D-E1) | TO BE COMPLETED BY PUBLISHER  
SE: 18–19, 26–27  
TE Part 1: 18–19, 26–27  
LA Comprehensive Curriculum Support Unit 1 |
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<tr>
<td>22. Define the meaning of the term classroom citizen (C-1D-E1)</td>
<td>TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 10–11 Ancillaries: Workbook pages pictured on TE page(s) 27 Louisiana Comprehensive Curriculum Support Card: Unit 1</td>
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<td>24. Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5)</td>
<td>SE: 10–11, 110, 112–113 TE Part 1: 10–11, 110, 112–113 TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 10–11</td>
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Economics
Fundamental Economic Concepts
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25. Identify the difference between basic human needs and wants (E-1A-E3)

- **SE:** 100–103
- **TE Part 1:** 100–103, 103a
- **LA Comprehensive Curriculum Support Unit 3**
- **TE Part 2:** **LA Comprehensive Curriculum Lesson Planner:** Unit 4, pp 16–17
- **Louisiana Comprehensive Curriculum Support Card:** Unit 3

26. Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)

- **SE:** LA 12- LA 13, 104–105
- **TE Part 1:** LA 12–LA 13, 104–105, LA Comprehensive Curriculum Support Unit 3
- **TE Part 2:** **LA Comprehensive Curriculum Lesson Planner:** Unit 4, pp 16–17; Unit 4, pp 18–19
- **Ancillaries:** Workbook pages pictured on TE page(s) 105
- **Louisiana Comprehensive Curriculum Support Card:** Unit 3

27. Describe how the individual is a consumer (E-1A-E5)

- **SE:** LA 12–13, 104–105
- **TE Part 1:** LA 12–13, 104–105
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27. Describe how the individual is a consumer (E-1A-E5) | TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 12–13  
Ancillaries: Workbook pages pictured on TE page(s) 105 |
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 12-13; Unit 4, pp 16–17; Unit 4, pp 18–19  
Ancillaries: Workbook pages pictured on TE page(s) 97, 111 |
| 29. Explain why people in a school and community have different jobs (E-1A-E7) | SE: LA 14–15, 94–97, 108–111, 116–119,  
TE Part 2: LA Comprehensive Curriculum Lesson Planner: Unit 2, pp 12–13; Unit 4, pp 18-19  
Ancillaries: Workbook pages pictured on TE page(s) 97, 111, 119 |
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| 30. Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8) | SE: 94–97  
TE Part 1: 94–97  
TE Part 2: LA Comprehensive Curriculum  
Lesson Planner: Unit 4, pp 18–19  
Ancillaries: Workbook pages pictured on TE page(s) 97 | ✓ if the content of the text material is sufficient to allow students to adequately meet the GLE. |
| 31. Describe the benefits of a voluntary exchange (E-1A-E11) | TE Part 1: 99a, 104a  
TE Part 2: LA Comprehensive Curriculum  
Lesson Planner: Unit 4, pp 18–19  
Louisiana Comprehensive Curriculum Support Card: Unit 3 | |

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<td><strong>Historical Thinking Skills</strong></td>
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**TE Part 2:** LA Comprehensive Curriculum Lesson Planner: Unit 3, pp 14–15  
Ancillaries: Workbook pages pictured on TE page(s) 125, 243 |
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| **33. Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)** | SE: 12-13, 28-31, 34-35, 58-59, 148-149, 102–103, 242–243  
**TE Part 2:** LA Comprehensive Curriculum Lesson Planner: Unit 3, pp 14–15  
**Ancillaries:** Workbook pages pictured on TE page(s) 243 | ☑ if the content of the text material is sufficient to allow students to adequately meet the GLE. |
| **34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)** | **TE Part 1:** 8a, 13a, 28a, 36a, 50a, 242a  
**TE Part 2:** LA Comprehensive Curriculum Lesson Planner: Unit 3, pp 14–15 | |
Families and Communities

35. Identify transportation methods of the local community in the past (H-1B-E2)

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<td>Ancillaries: Workbook pages pictured on TE page(s) 125</td>
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