

2nd Grade Social Studies(Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
<p><b>August</b></p>	<p><u>August</u></p> <p>A. What does good behavior look/sound like?</p> <ul style="list-style-type: none"> <li>• classroom</li> <li>• lunch room</li> <li>• hallways</li> <li>• specials</li> <li>• playground</li> <li>• restroom</li> <li>• gym</li> <li>• office</li> </ul> <p>How do students practice good behavior?</p> <p>How does behavior affect student performance?</p> <p>What are good ways to solve differences?</p> <p>What would it be like if everyone was friends?</p> <p>What are beliefs that help people live together in communities?</p> <p>What are responsible ways to</p>	<p>A 1. Discuss examples of responsible citizenship in the school setting as they pertain to:</p> <ul style="list-style-type: none"> <li>• elements of fair play and good sportsmanship</li> <li>• importance of participation and cooperation in a classroom and community why there are rules and the consequences for violating them</li> <li>• Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground, voting).</li> <li>• Identify traits of character (e.g. honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of</li> </ul>	<p>A.</p> <p>Teacher-made quiz on class &amp; School rules and classroom procedures: T/F It is OK to chew gum in the classroom. T/F Everyone will get the chance to be the line leader in alphabetical order. etc.</p>	<p>A.</p> <p>Tour the school. Explain, specify, practice, monitor, and review expectancies in each location.</p> <p>Make students feel welcome. Discuss and model class routines and expectations. (Explain, specify, practice, monitor, and review) Discuss class schedule. Discuss self management skill. (class jobs etc.)</p> <p>Conduct class meeting. -Discuss what good citizenship looks like in the community and at school. -Create proactive class rules. (No more than 5) -Develop effective consequences. (Both positive and negative)</p> <p>Share with students and send home the TCI Letter to Families (p.xxix in lesson guide)</p>	<p>A.</p> <p>Your school's PBS Expectancies.</p> <p>The Effective Classroom--Managing for Success by Geoffrey Colvin and Mike Lazar Distributed and Published by Sopris West.</p> <p>The Character Education Handbook--Establishing a Character Program in Your School by Anne C. Dotson and Karen D. Wisont <a href="http://www.teachingcharacter.com/index.html">www.teachingcharacter.com/index.html</a> Scholastic.com <a href="http://heartwoodethics.org">heartwoodethics.org</a> Letter to Families (p.xxix in lesson guide)</p>

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	<p><a href="#">advocate ideas in a community?</a></p> <p><b>B. What is a community?</b></p> <p>-In what ways can students work together to make their school better?  <a href="#">What civic responsibilities do you think are important?</a>  <a href="#">How can different cultures and beliefs influence a community?</a></p>	<p>democracy.</p> <ul style="list-style-type: none"> <li>Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility.</li> <li>List ways people express their ideas respectfully.</li> <li>Identify how people monitor and influence decisions in their community.</li> <li>Describe ways in which you can take an active part in improving your school or community.</li> <li>Identify and give examples of civic responsibilities that are important to individuals, families, and communities.</li> <li>Describe important characteristics of a responsible community member.</li> </ul> <p>B</p> <p>A community is a place where people live, work, play, and solve problems together.</p> <p>Students will:</p>	<p>B.</p> <p>Students will define <i>community</i></p> <p>Students identify elements of communities and create a new community                      (Ch 1 assessment p 3-4 in Lesson Masters)</p>	<p>B.</p> <p>Work in small groups to design a community with places to work, play, live and solve problems                      (Lesson guide p. 4)</p> <p>Team building and Class building activities</p>	<p>B.</p> <p>Info Master 1A: The Community Song                      Info Master 1B Roles                      Transparency 1A                      Big Book p. 1-11</p> <p>Interactive Notebooks</p>

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	<p>C. What are the important events of your life?</p> <p>How do we learn about important events of the past?</p> <p>What are the important historical events of our community?</p>	<ul style="list-style-type: none"> <li>• Use and understand the term <b>community</b></li> <li>• Describe what people do in a community</li> <li>• Design a fictional community</li> <li>• Research information about the local community.</li> <li>• Describe ways in which you can take an active part in improving your school or community.</li> <li>• Identify and give examples of civic responsibilities that are important to individuals, families, and communities.</li> <li>• Describe important characteristics of a responsible community member.</li> </ul> <p>C. Students will</p> <ul style="list-style-type: none"> <li>• Place important life events in chronological order on a time line.</li> <li>• Organize the historical events of neighborhoods and communities chronologically.</li> <li>• Place American historical</li> </ul>	<p>C.</p> <p>Students explain how different people learn about the history of their community (through found items, newspaper articles, photos, etc.)</p>	<p>C.</p> <p>Students make a time line representing the important events of their life.</p> <p>Create an ongoing time line recording important historical events as you study them in class.</p> <p>Record events important to a very</p>	<p>C.</p> <p><a href="http://www.socialstudiesforkid...">http://www.socialstudiesforkid...</a></p>

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	<p>Who are the important historical people from our community?</p> <p>How have events and ideas from the past shaped the identity of communities and neighborhoods today?</p>	<p>events from content studied in chronological order on a time line</p> <ul style="list-style-type: none"> <li>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</li> <li>Retell stories to describe past events, people and places from our community.</li> <li>Give examples of people and events, developments that brought important changes to the community.</li> </ul>		<p>old community, utilizing a number line</p>	<p>Transparency 1B, <i>Reading Further, Student edition, p. 8-11</i></p> <p>Interactive Notebooks</p>
<p>September</p>	<p><b>Week 1-2</b></p> <p>A. How are Communities alike and different?</p> <p>What are the different types of communities? Which do I live in?</p> <p>What are features of different communities, and which do I prefer?</p>	<p>A</p> <p>There are different types of communities (rural, urban, suburban) and there are advantages and disadvantages to each.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Understand and use the terms: <b>urban, rural, suburb,</b></li> </ul>	<p>A</p> <p>Students express their choice of living in urban, suburban, or rural area, supported with reasons.</p> <p>Identify an area as urban, suburban, or rural, and give reasons for making these choices (Lesson Masters p. 8 &amp; 9)</p>	<p>A</p> <p>Connect to prior knowledge using Placards 2A-F: determine which of the illustrated communities are most alike.</p> <p>Build background with Big Book pp12 &amp;13 and transp 2A: helps students indentify features of urban, suburban, and rural communities</p> <p>Interactive notebook preview 2: students label different types of</p>	<p>A.</p> <p>Ch. 2 in SS Alive, Transp. 2A-2E Handouts 2A &amp; 2B Old magazines/newspapers Placards 2B, 2D, 2f Interactive Notebooks</p>

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	<p>What are the various groups in a community and how are they alike and different?</p> <p>How would you describe a setting without using geographic words?</p>	<p>suburban</p> <ul style="list-style-type: none"> <li>Identify features of three types of communities</li> <li>Compare and contrast features</li> <li>Identify advantages and disadvantages of different types of communities</li> <li>Analyze a bar graph</li> <li>Describe how the size and the character of a community change over time for geographic reasons.</li> </ul>		<p>communities</p> <p>Brainstorm ideas to fill in a 3-column chart with the headings: Places to work; Places to live; Places for fun (for each type of community: urban, suburban, and rural)</p> <p>Use transp 2C to compare urban and rural communities (see questions for students in lesson guide p. 14)</p> <p>Categorize features of urban and rural communities using handout 2A</p> <p>Use post-it note activity (#7 on p. 15) to explain how suburbs develop and grow (there is not enough room in the city)</p> <p>Use transp 2D to identify features of suburbs</p> <p>Create a collage of a rural, urban, or suburban area.</p> <p>Use handout 2B to compare and contrast features of 3 types of communities</p> <p>Use Reading Further 2 in the Big Book and transp 2E to explain why the Levitt family built the suburbs</p> <p>Discuss the advantages and disadvantages of living in the 3 types of communities. Use the chart on lesson guide p. 18: students state their opinions and give reasons to support them.</p>	

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	<p><b>Week 3-4</b></p> <p><b>B. How do we use maps?</b> What purposes do different types of maps serve?</p> <p>How do we read and interpret maps?</p> <p>How do we construct a map of our community?</p> <p>How do you define, organize and think about the space around you?</p> <p>Why do we use geographical tools such as maps, globes, grids, symbols, and keys?</p> <p>How would you describe a setting without using geographic words?</p> <p>How can using the wrong geographic tool or term cause problems?</p>	<p><b>B</b> Students learn about maps and map tools.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Use and understand the terms <b>map key, symbol, map grid, compass, compass rose, map scale</b></li> <li>Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</li> <li>Interpret political and physical maps using these elements: alpha numeric grids, title, compass rose, cardinal directions, key (legend), symbols</li> <li>Trace a route on a map</li> <li>Construct a map of a familiar place (community) that includes a title, compass rose, symbols and key.</li> <li>Use <b>map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps.</b></li> <li>Identify and locate various</li> </ul>	<p><b>B</b></p> <p>Read a map key, identify symbols on a map and locate points on a grid</p>	<p>Role play an urban scene: The Human Bar Graph (directions p 18 of lesson guide)</p> <p><b>B</b> Class Treasure Hunt : How do maps make it easier for us to find or locate things? (teacher directions on p. 25 of Lesson Guide)</p> <p>Reading a Map (transp 3A): How is a map different from an illustration? Discuss how a map is different from the place it represents? (compare big book p. 2-3 with transp 3A and 3B)</p> <p>In pairs, students will locate squares by following sets of coordinates (handout 3A)</p> <p>Play Floor Map game (p. 28 in Lesson guide)</p> <p>Compass Rose Game Board (handout 3B &amp;C, directions p. 28 in lesson guide)</p> <p>Use p 12 to have students trace route from one location to another (Which way would I go if I was at the museum and needed to walk to the bank?)</p> <p>Link to MacMillan McGraw Hill story: <a href="#">Luka's Quilt</a></p>	<p><b>B</b> Ch 3 SS Alive! Transp 3A 3B Placards 3 A-I Handouts 3A-C Several maps and globes Big book intro page Interactive Notebooks Masking Tape</p> <p><a href="http://www.proteacher.org/c/103_Maps_Globes.html">www.proteacher.org/c/103_Maps_Globes.html</a></p> <p><a href="http://www.socialstudiesforkid...">http://www.socialstudiesforkid...</a></p> <p><a href="http://pbskids.org/arthur/parentsteachers/lesson/world/">http://pbskids.org/arthur/parentsteachers/lesson/world/</a></p> <p><a href="http://www.socialstudiesforkid.../">http://www.socialstudiesforkid.../</a></p> <p><a href="http://www.socialstudiesforkid.../teachingresources/htm">teachingresources/htm</a></p> <p><a href="http://www.bensguide.gpo.gov">http://www.bensguide.gpo.gov</a></p>

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		<p>physical features on a map.</p> <ul style="list-style-type: none"> <li>Identify the hemisphere, equator, and poles on a globe.</li> <li>Identify and locate cultural, human, political, and natural features using map keys and legends.</li> </ul>		<p>Show the island of Hawaii on a map. Suggest they draw a picture of the island. Focus on compass rose, cardinal directions and physical features of land and water.</p> <p>Link to MacMillan McGraw Hill story: <a href="#">Ann's First Day</a> Have groups of children draw a map of the school to help a new student find the way from the front door to their classroom.</p> <p>Link to Mac Millan McGraw Hill story: <a href="#">The Roundup At Rio Ranch</a> Have children use maps to trace the route they think the soldiers took as they traveled from Spain to Texas.</p>	

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October	<p><b>Week 1-2</b></p> <p><b>A. What is geography?</b></p> <p>What geographic features do physical maps show?</p> <p>What effects does climate change have on the environment?</p> <p>What is a human feature versus a physical feature?</p> <p>Why are physical features often used as boundaries?</p>	<p>A.</p> <p>Communities have different geographical features, and maps show these features.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Understand and use the terms: <b>geography, mountain, valley, river, desert, plain, lake, ocean, continent</b></li> </ul> <p>Identify 8 geographic features</p> <p>Locate geographic features on a physical map</p> <ul style="list-style-type: none"> <li>Explain ways that climate changes, and the effects of climate change</li> <li>Identify and locate various physical features on a map.</li> <li>Identify local boundaries in the community.</li> <li>Explain why people settle</li> </ul>	<p>A.</p> <p>Students will draw and correctly label geographic features: river, mountain, valley, plain, lake, island, ocean, continent</p>	<p><b>A. The Geography Song (IM 4A)</b></p> <p>After listening to CD and following along with written lyrics, challenge students to brainstorm lyrics for other geographic features.</p> <p>Discuss what it would be like to live, work, play near different geographic features</p> <p>In small groups, play Geographic Features Game</p> <p>Practice finding physical features on a variety of different maps</p> <p>Utilize Big Book section 4.1 to read about different communities</p>	<p><b>A. Ch 4, SS Alive!</b></p> <p>Student text p. 37-47</p> <p>Transp. 4A-4C</p> <p>Placards 4A-4H</p> <p>Info masters 4A-4C</p> <p>Handouts \$S &amp; 4B</p> <p>CD track 2</p> <p>Interactive Desk maps</p> <p>Interactive Notebooks</p> <p>old travel magazines, brochures, posters, etc.</p> <p>Variety of maps</p> <p><a href="http://www.learntci.com">www.learntci.com</a>,</p>



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	<p><b>Week 3-4</b>  <b>B. How do people use our environment?</b></p> <p>How do people use natural resources?                      What are the effects of pollution?</p> <p>How do available resources and their uses create changes in a community?</p> <p>Are renewable and nonrenewable resources managed well? How do you know?</p> <p>How do you choose if you should recycle, reduce, reuse or throw something away?</p>	<p>in certain areas.</p> <p><b>B.</b>                      People use and misuse the environment. People use resources from nature, and sometimes this causes pollution. People and the environment are connected.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use and understand the terms <b>environment, natural resource, pollute</b></li> <li>• Distinguish between natural and man made</li> <li>• Analyze living in different environments</li> <li>• Describe many ways we use natural resources</li> <li>• Explain the causes of different types of pollution</li> <li>• Understand and correctly use the terms environment, natural resource, pollute</li> <li>• Identify how communities manage and use nonrenewable and renewable resources.</li> <li>• Identify examples of physical features that affect human activity.</li> </ul>	<p><b>B</b>                      Students will identify products used to make common, every-day items in their home and school environments</p> <p>Define: environment, natural resource, pollute (land pollution, air pollution, water pollution)</p>	<p><b>B.</b></p> <p>On a T chart, categorize different plants and animals vs. man-made objects seen in community</p> <p>Play <i>Part of Nature</i> game (instructions p. 55 in Lesson guide)</p> <p><i>Explore the Mountain &amp; Explore the Island</i> activities, Transp 5B &amp; C , directions on p. 57-8 in lesson guide</p> <p>After reading 5.6-5.8 in big book, students work in small groups to answer <i>What happens when we pollute our environment?</i></p> <p>Brainstorm causes of pollution (transp. 5E)</p> <p>Examine products made from plants George Washington Carver--the peanut &amp; sweet potatoes</p> <p>School-wide hunt of products made from plants (cafe, media center, music room, health office, etc.)</p>	<p><b>B. Ch 5, SS Alive!</b></p> <p>Student edition ch 5                      Transp 5A-f                      Placards 5A-B                      Handouts 5A-C                      Interactive Notebooks</p>

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November	<p><b><u>November Week 1-2</u></b></p> <p>A. How are goods made and brought to us?</p> <p>How are the things we buy produced and distributed?</p> <p>What goods are grown on farms, and what goods are made in factories? What goods come from both farms and factories?</p> <p>What goods and services do you use?</p> <p>How are resources used in various communities?</p> <p>What are some ways to find out about the goods and services used in other communities?</p>	<p>A. The goods we buy are produced and distributed by people. One way goods are produced is through the assembly line. Goods are distributed via different forms of transportation.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand and use the terms: <b>goods, transportation, canal</b></li> <li>• Examine and categorize where families buy different products</li> <li>• Experience assembly line production process</li> <li>• Name different types of transportation</li> <li>• Read and create a process diagram</li> <li>• Read and complete a flowchart</li> <li>• <b>Identify goods and services and recognize</b></li> </ul>	<p>A. Students will correctly sequence the process of production and distribution using picture cards.</p> <p>Will use and define goods &amp; transportation</p>	<p>A. Brainstorm to list different things we buy from stores</p> <p>Discuss how different things get to the stores for us to buy</p> <p>Play <i>Clown Maze Game</i> (handout 6A) which uses assembly line process</p> <p>Play <i>Transportation Relay Game</i>, which demonstrates different types of transportation (plane, ship, train, truck)</p> <p>Participate in <i>Food from the Imperial Valley</i> activity (discover that the desert produces many types of food)</p> <p>Pairs of students create flow chart of Clown Maze activity to show how toys are produced and distributed to stores</p> <p><i>Great Kite Company</i> activity (directions p. 73 in lesson guide), share in a gallery walk</p>	<p>A. SS Alive! ch. 6 Transp. 6A &amp; B Lesson M. 6A &amp;6B Handouts 6A &amp; 6B Information M 6A &amp;6B Interactive Notebooks Newspapers, magazines</p>

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	<p><b>November</b> <b>Week 3-4</b></p> <p><b>B. Who provides community services?</b></p> <p>What are some of the different services that communities need?</p> <p>Who provides these services?</p> <p>What goods and services do you use?</p> <p>How are resources used in various communities?</p> <p>What are some ways to find out about the goods and services used in other communities?</p>	<p>examples of both.</p> <p>B Communities need people who can provide services. Service jobs help or serve others (as compared to making things). Different people provide different services in communities.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand and use the terms <b>services and law</b></li> <li>• Describe several services jobs</li> <li>• Create picture graphs</li> <li>• Conduct interviews</li> <li>• <b>Identify goods and services and recognize examples of both.</b></li> </ul>	<p>B Identify a service job from several choices and describe the service job</p>	<p>B Whole class activity <i>People Who...</i> (p. 85 in lesson guide) to categorize types of service jobs</p> <p>Play game <i>Service Jobs in the Community (handout 7A)</i> to match service jobs with their descriptions</p> <p>Pantomime service jobs (directions on p. 87 in lesson guide)</p> <p>Make a stick puppet about one service job (see handout 7B &amp; C)</p> <p>Writing about service jobs (handout 7A)</p> <p><i>Caring for Central Park</i> activity (lesson guide p. 88-89 &amp; transp 7B)</p>	<p>B Ch 7 SS Alive! Transp 7A-7C Info master 7A &amp; 7B Handouts 7A &amp; 7B Interactive Notebooks chart paper</p> <p><a href="http://www.learntci.com">www.learntci.com</a></p> <p>various help-wanted ads</p>
<p><b>December</b></p>	<p><b>December</b> <b>Weeks 1-3</b></p> <p><b>How can I be a responsible consumer?</b></p> <p>What is a good shopper?</p>	<p>Students can learn to be wise consumers by identifying good shopping habits. One way to learn how to make good choices is to distinguish between wants and needs</p>	<p>Given a specific (imaginary) budget and a choice of items to purchase, students will explain how they make their decisions of what to buy.</p> <p>Be able to tell at least three ways to be a wise shopper( put needs ahead of wants,</p>	<p>Stores Visited discussion (lesson g. p. 95)</p> <p>Identify habits of good shoppers (transp 8A)</p> <p>CD Track 3 <i>Good Shopper</i> &amp; lyrics</p>	<p>SS Alive ch 8 Transp 8A &amp; 8B Info master 8A Handouts 8A-E CD track 3 envelopes crayons</p>

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	<p>What should I do to be a wise consumer?</p> <p>How does scarcity affect purchasing decisions?</p> <p>How do individuals make and analyze the consequences of financial decisions?</p> <p>How do individuals meet their short- and long-term goals?</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>Define and use the terms: <b>need, want, save, budget</b></li> <li>Identify habits of "good shoppers"</li> <li>Distinguish between <b>wants</b> and <b>needs</b></li> <li>Analyze advertising</li> <li>Make decisions about spending by comparing features/prices</li> <li>Explain scarcity.</li> <li>Give examples of choices people make when resources are scarce.</li> <li>Identify possible solutions when there are limited resources and unlimited demands.</li> <li>Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the outcome of a decision.</li> <li>Differentiate between a long-term and a short-term goal</li> </ul>	<p>shopping for price, shopping for quality, thinking about what you buy, keeping receipts)</p> <p>Create long and short-term goals for each subject and events happening in their life, including monetarily.</p>	<p>on info master 8A</p> <p>Use handout 8A <i>Things to Buy</i> &amp; 8B, <i>Money for Shopping</i> to help students distinguish between wants and needs--<b>cut out enough for several small groups ahead of time</b></p> <p>Play <i>Wise or Unwise</i> Game (handout 8D)</p> <p>Read section 8.3-8.4 and have students make a T chart of their own wants and needs</p> <p>Utilize <i>Ribbons</i> (handout 8E) to have students make a badge for themselves as wise shoppers (directions p. 97 in lesson guide)</p> <p>Shopping for School activity (transp 8B, directions p. 98 in lesson guide)</p> <p>Budget for a grocery store trip (directions p. 98 lesson guide)</p>	<p>Interactive Notebooks</p> <p>newspaper grocery store ads</p>
<p><b>January</b></p>	<p><b><u>January</u></b> <b><u>Week 1-2</u></b></p> <p>A. How do communities change?</p> <p>What are some ways that</p>	<p>A</p> <p>Communities change. Students learn to identify ways that communities grow and change--</p>	<p>A</p> <p>Identify specific problems that caused different communities to change</p>	<p>A</p> <p>Use info master 9A to center the discussion of how to change a house as a family changes (directions p.</p>	<p>A</p> <p>Ch 9 SS Alive! Transp 9A-E Info Master 9A-D</p>

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	<p>communities change?</p> <p>Can we improve our community? How?</p> <p>What are the causes and effects of community change?</p> <p>How have events and ideas from the past shaped the identity of communities and neighborhoods today?</p> <p>How can putting events in order by time help describe the past?</p>	<p>cause and effect. Plans can be made to improve communities.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand and use the term <b>plaza</b></li> <li>• Identify factors that cause a community to grow, shrink, change</li> <li>• Identify causes and effects of community change</li> <li>• Sequence events (story of community change)</li> <li>• Organize the historical events of neighborhoods and communities chronologically.</li> <li>• Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation.</li> <li>• Create timelines to understand the development of important community traditions and events.</li> <li>• Give examples of people, events, and developments that brought important changes to the community.</li> </ul>	<p>Tell at least two ways to improve a community (repair old buildings, tear down dilapidated buildings, build new buildings, add features to neighborhoods)</p>	<p>107 of lesson guide)</p> <p>Have students brainstorm ways their neighborhoods, homes, school has changed (new people move in, new houses are built, stores or restaurants are opened or closed, trees, etc. are planted, roads are repaired...)</p> <p>Problem Solving Group work (use info master 8a and butcher paper to identify ways a specific community is changing)</p> <p>Read section 9.1 &amp; 9.2 and identify reasons that people move to/from communities</p> <p>How do Communities Change? activity (transp 9A &amp; post it notes) students "add places to make the community better)</p> <p>Use Neglected Buildings activity (transp 9B-D) to demonstrate how communities grow smaller, and what can be done to change this</p> <p>Students work in small groups to improve a neglected community (info master 9D, and handouts9B-C)</p> <p>Los Angeles Grows / Reading Further 9 activity (transp 9E); students describe how a large city is changing</p>	<p>Handouts 9A-9C</p> <p>Interactive Notebooks</p> <p>post-it notes</p>

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	<p><b>January</b> <b>Week 3 &amp; 4</b></p> <p><b>B. History: How did one important community change?</b></p> <p><b>How did San Francisco grow from a small town to a large city?</b></p> <p><b>How does daily life in a community change over time? Why?</b></p> <p><b>How do communities overcome catastrophic events (i.e. earthquake of 1906)?</b></p> <ul style="list-style-type: none"> <li>• How can 2 people understand the same event differently?</li> <li>• Why is it important to use more than one source of information?</li> <li>• What kinds of tools and sources do historical thinkers use to investigate the past?</li> <li>• How can understanding</li> </ul>	<p>B San Francisco grew from a small town to a very large city. The city overcame a catastrophic earthquake in 1906. Comparing life in the 1800s to life in the 1900s gives students specific examples of how the city grew.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand and be able to use terms: harbor, earthquake, timeline</li> <li>• Analyze historical documents (photos and illustrations</li> <li>• Sequence historical events on a timeline</li> <li>• Create personal timelines</li> <li>• Label images</li> <li>• Identify community and regional historical artifacts and generate questions about their function and significance.</li> </ul>	<p>B Students will be able to sequence at least 3 given events correctly on a timeline</p>	<p>B On 3-column chart, have whole class brainstorm words that describe each area: Urban      Suburban      Rural Discuss how the areas above could change</p> <p>Familiarize students with the geography of San Francisco. Use interactive desk maps to locate California on both the political and physical sides</p> <p>Use handout 10A and transp 10C to help student visually explore how San Francisco grew (lesson guide p. 122</p> <p>Living Painting- Handout 10B (lesson guide p.123) Students will role play / act the part of the feature or object they select) and explain why it is important to the growth of San Francisco</p> <p><i>Step into the Shoes....</i>(handout 10C) students portray different groups of</p>	<p>B SS Alive textbook ch. 10 Transp 10A-10I Placards 10A-10D CD tracks 4-7 Interactive desk maps Interactive Notebooks</p> <p>blank timeline graphic organizers</p> <p><a href="http://www.learntci.comel">www.learntci.comel</a></p>

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	<p>the past impact decision-making today?</p>	<ul style="list-style-type: none"> <li>Explain the past through oral or written firsthand accounts of history.</li> <li>Explain the information conveyed by historical timelines.</li> <li>Identify history as the story of the past preserved in various sources.</li> <li>Compare how communities and neighborhoods are alike and different.</li> <li>Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities.</li> </ul>		<p>people who moved to San Francisco</p> <p>Analysis of the 1906 Earthquake (lesson guide p. 125: horizontal timeline drawn on board Placards 10A-10D transp 10E-H CD track 4 <i>The Earth Shook</i> CD track 5 <i>The Fire Blazed</i> CD track 6 <i>The Wharves are Saved</i> CD track 7 <i>The City will Rebuild</i> (great use of sensory language in CD tracks, could listen again, list the descriptive language, and use in future writing assignments)</p> <p>Family Stories-Reading Further 10: our own family's history can give us information about our community's history</p> <p>Students create a personal timeline of important events</p> <p>Four Hats activity - p. 127 of lesson guide - students "wear" a hat of 4 different people from different times in SF. They describe what this person might have seen, heard, tasted, smelled in SF.</p>	

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<p><b>February</b></p>	<p><b>February</b></p> <p>What impact can one person have on a community?</p> <p>What is my place in the community?</p> <p>How have specific people made a difference in communities? In my community?</p> <p>How do individuals work together to solve community problems?</p> <p>What are responsible ways to advocate ideas in a community?</p> <p>What happens when someone uses power unwisely?</p> <p>What do equality, justice and responsibility look like in the world?</p> <p>How have events and ideas from the past shaped the identity of communities and neighborhoods today?</p>	<p>Individuals (today and in the past) do make a difference in their communities. Individuals and groups work to find solutions to community problems.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand and use the terms <b>inventor and tutor</b></li> <li>• Identify problems and possible solutions of various communities</li> <li>• Identify the contributions of several individuals to US history and culture</li> <li>• <b>Identify and give examples of civic responsibilities that are important to individuals, families, and communities.</b></li> <li>• <b>Identify and give examples of appropriate and inappropriate uses of power and the consequences.</b></li> <li>• <b>Demonstrate skills to resolve conflicts or differences.</b></li> <li>• <b>Give examples of people, events and developments</b></li> </ul>	<p>Students will identify a community problem, suggest a possible solution, and describe how to determine if it worked.</p> <p>Students will create an "award" to honor someone in their community, or someone they have learned about, who has "made a difference" or helped his/her community.</p> <p>When celebrating Dr. Martin L King's Birthday, utilize problem/solution/evaluation questions to discuss his contributions to the Civil Rights movement.</p>	<p>Brainstorm a list of problems students see in the classroom or school. Discuss <i>why</i> each is a problem Discuss possible solutions</p> <p>Two Urban Problem-solvers: (directions in lesson guide p. 139-140)</p> <ul style="list-style-type: none"> <li>• Transp 11A--Chicago-- have students identify problems they see in the transp.</li> <li>• Transp 11B--Cleveland-- have students identify problems they see in the transp.</li> </ul> <p>Read aloud to students about Jane Addams and Garrett Morgan (sections 11.1-11.2) and have students identify the contributions they made</p> <p>Two Rural Problem-solvers (lesson guide p. 140-141), transp 11C &amp; 11 D</p> <p>Read aloud sections 11.3 and 11.4 and have students identify the solutions Picotte and Valdez came up with to help their communities.</p> <p>Homework Help (transp 11E)</p>	<p>SS Alive! Ch. 11 Transp 11A-E Interactive Notebooks</p> <p><a href="http://www.socialstudiesforkids.com/subjects/martinlutherkingday.htm">http://www.socialstudiesforkids.com/subjects/martinlutherkingday.htm</a></p> <p><i>I Have a Dream: The Story of Martin Luther King, Jr.</i>, by Margaret Davidson. Scholastic:1986</p>



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		<p>that brought important changes to the community.</p>		<p>directions on lesson guide p. 142</p> <p>Reading Further-have students retell the story by arranging the images in sequence</p> <p>Students will create an "award" to honor someone in their community, or someone they have learned about, who has "made a difference" or helped his/her community.</p>	
<p><b>March</b></p>	<p><b><u>March</u></b></p> <p>How do Leaders help their communities?</p> <p>What can leaders do, and what can't they do?</p> <p>How do community leaders make decisions about helping their communities?</p> <p>What are responsible ways to advocate ideas in a community?</p> <p>What happens when someone uses power unwisely?</p> <p>What are good ways to solve differences?</p> <p>What do equality, justice, and responsibility look like in the world?</p>	<p>Most community leaders are chosen through the voting process. They often solve community problems by making a new law, hiring someone, or building something.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand and use the terms: <b>leader, vote, government</b></li> <li>• vote in a class election</li> <li>• Predict what leaders can and cannot do</li> <li>• Conduct a mock demonstration</li> <li>• Identify a community problem and propose a solution</li> <li>• List ways that people express their ideas respectfully.</li> <li>• Identify how people monitor and influence</li> </ul>	<p>Students will show/explain that leaders' responsibilities include making laws, listening to people, and using community funds responsibly.</p>	<p>Prior to beginning this chapter, have students vote on a few issues ( a game to play during free time, the story to be read aloud, the name of a class pet, etc.)</p> <p>Working with Community Leader (transp 12A &amp; handout 12B)</p> <p><i>Run-down Playground</i> activity (directions p. 152, transp 12B)</p> <p>Create a sign for a community meeting (info master 12H and handout 12C)</p> <p>Reading Further 12 &amp; transp 12C - to</p>	<p>SS Alive! Ch. 12                      Transp 12A-12C                      Info masters 12A-12H                      Handouts 12A-12C                      15 pocket chart (teacher made)                      paper bag                      drawing paper                      Interactive Notebooks</p>

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		<p>decisions in their community.</p> <ul style="list-style-type: none"> <li>Describe ways in which you can take an active part in improving your school or community.</li> <li>Identify and give examples of civic responsibilities that are important to individuals, families, and communities.</li> <li>Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority.</li> </ul>		<p>allow or not to allow a dog park. Use to review sequencing</p>	
<p>April</p>	<p><b><u>What does a good citizen do?</u></b></p> <p>How can I be a good citizen?</p> <p>Who are good citizens in our community and how can we honor them?</p> <ul style="list-style-type: none"> <li>What happens when someone uses power unwisely?</li> <li>What are good ways to solve differences?</li> <li>What would it be like if everyone was friends?</li> <li>What do equality, justice and responsibility look like</li> </ul>	<p>Good citizens not only exercise their rights, they take an active role in improving their communities.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Use and understand the terms <b>citizen, legislature, slavery</b></li> <li>Identify ways to be a good citizen</li> <li>Brainstorm good citizenship actions</li> <li>Identify good citizens in the community</li> <li>Give examples of ways that individuals, groups,</li> </ul>	<p>Students will be able to tell (write, draw, role play) at least 3 ways that children can be good citizens.</p>	<p>Introduce concept of good citizen: Listen to song "Good Citizens" (cd track 8) completing Info master 13 &amp; Interactive Notebook 13</p> <p>Explore the actions of good citizens by playing the game Good Citizens (handout 13A, &amp; paper clips for spinners,</p> <p>Make a Good Citizens book to record their actions as good citizens (handout 13B)</p> <p>Teacher give good citizen awards for various actions observed in</p>	<p>SS Alive! Ch. 13 Transp 13A-B Infor master 13 Handouts 13A-C CD track 8 old newspapers, magazines paperclips Interactive Notebooks</p> <p><a href="http://www.learntci.com">www.learntci.com</a></p> <p><a href="http://www.socialstudiesforkids.com/subject/teachingresources.htm">http://www.socialstudiesforkids.com/subject/teachingresources.htm</a></p>

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	<p>in the world?</p> <ul style="list-style-type: none"> <li>What are responsible ways to advocate ideas in a community?</li> </ul>	<p>and communities manage conflict and promote equality, justice and responsibility.</p> <ul style="list-style-type: none"> <li>Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as a power without authority.</li> <li>Identify and give examples of appropriate and inappropriate uses of power and the consequences.</li> <li>Demonstrate skills to resolve conflicts or differences.</li> <li>Identify and give examples of civic responsibilities that are important to individuals, families, and communities.</li> </ul>		<p>class/school.</p> <p>Reading Further (transp 13B): students describe ways that Abe Lincoln was a good citizen. Discuss why/how we honor Abe Lincoln today. Ask students to think of community members who are good citizens deserving of honor. Students draw a statue to honor the good citizen.</p>	
<p>May</p>	<p><u>May</u></p> <p>What do communities share?</p> <p>How are communities connected?</p> <p>What makes communities special?</p> <p>How is community related to the state, and to the country?</p>	<p>Communities are economically interdependent--they need each other. Communities exchange products and are socially connected. Community celebrations are an expression of our community pride.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Use and understand the terms <b>tourist</b>, <b>colony</b>,</li> </ul>	<p>Students tell (write, draw, role play) one attraction in their community that they think others should visit and why; and describe one thing/product that our community shares with other communities</p>	<p>Review concept of community, state, and country with students (p. 173 of lesson guide, construction paper signs, string, Interactive Desk Map)</p> <p>What Do Communities Share? activity (transp 14A &amp; Interactive notebook)</p> <p><i>Discover ways communities share</i> activity:(handouts 14A-D, textbook</p>	<p>SS Alive! Ch. 14 transp. 14A-14E info masters 14A-14C Handouts 14A-14E Interactive Desk Maps Interactive Notebooks construction paper string postcards from around the US</p>

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	<p>Why are physical features often used as boundaries?</p> <p>What are the various groups in a community and how are they alike and different?</p>	<p>freedom</p> <ul style="list-style-type: none"> <li>Locate places on a political map</li> <li>Identify how communities share to meet needs and wants</li> <li>Give examples of choices people make when resources are scarce.</li> <li>Identify something special about their community</li> <li>Analyze community celebrations</li> <li>Identify local boundaries in the community.</li> <li>Explain why people settle in certain areas.</li> <li>Identify examples of physical features that affect human activity.</li> </ul>		<p>section 14.1-14.3,) Students trade items to show how communities have to trade to get what they want or need. Students record their transactions.</p> <p><i>Tourist Sites</i> activity: students record on a map the locations of 6 famous tourist sites. Handout 14E, sections 14.4-14.6 of text, transp 14A - D, info master 14B</p> <p>Pride in our History: students brainstorm why and how we celebrate the 4th of July (transp 14E, Reading Further 14)</p> <p>Application to Pueblo or neighborhood: Brainstorm ways that our community is special (info master 14C, sample postcards)</p>	<p><a href="http://www.socialstudiesforkid...">http://www.socialstudiesforkid...</a></p>