

3rd Grade Social Studies(Master)

Teacher: Master Map




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p>Week 1:</p> <p>Civics and Government: A. Rights, Responsibilities, and Roles of Citizenship</p> <ul style="list-style-type: none"> What does good behavior look/sound like? <ul style="list-style-type: none"> Class Lunch Room Hallways Specials Playground Restrooms How do students practice good behavior? How does behavior affect student performance? What are the essential elements of compromise that enable conflict to be transformed into agreement? Why might an individual make a choice to participate in the community? What would a community be like if individuals from various groups did not respect each other's rights and views? 	<p>Civics and Government: A. Rights, Responsibilities, and Roles of Citizenship</p> <p>A 1. Describe the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> good sportsmanship participation and cooperation rules and consequences voting <p>A 2. Describe the importance of students contributing to a community.</p> <p>A 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy. a. Identify and apply the elements of civil discourse to include listening with respect for understanding and speaking in a</p>	<p>Civics and Government: A. Rights, Responsibilities, and Roles of Citizenship</p> <p>Suggested Assessments:</p> <ul style="list-style-type: none"> Choose 1 character trait and describe why it is important to have in a paragraph. (Writing) Classroom Rules quiz- Create a list of rules for the classroom. Have students choose which rules are for the classroom. Have small groups write about what good behavior looks like in different areas like cafeteria, hallways, classrooms, playground, etc. Explain orally the meaning of the word 	<p>Civics and Government: A. Rights, Responsibilities, and Roles of Citizenship</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> Tour the school and role play good behavior in different areas of the school. <ul style="list-style-type: none"> Act out skits portraying good and bad behavior and the consequences. As a class create and vote on the classroom rules. Discuss the importance of following the rules and consequences (positive and negative.) Review and practice the use of rules that are assigned to specific areas of the classroom and school. Discuss the differences and similarities between rules carried out in different areas of the school. Example: How the rules in P.E. are different/same from the rules in the classroom. 	<p>Civics and Government: A. Rights, Responsibilities, and Roles of Citizenship</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> Student/Parent Handbooks Discipline Code Book P.B.S Program Foundations of Democracy: Responsibility Kagan Structures http://www.pueblo60.k12.co.us/

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		<p>respectful way. b. Identify important economic and personal rights and how they relate to others. c. Give examples of the relationship between rights and responsibilities.</p>	<p>community</p>	<ul style="list-style-type: none"> Elect Student Council Members 	
<p>September</p>	<p>Week 1-2 Geography: A. Where in the World is Our Community?</p> <ul style="list-style-type: none"> Can you write directions and draw a simple map from the office to your classroom? How did explorers prepare the way for founding new communities? How can we use maps and geographic terms to find our community? What are geographic characteristics of a region? Are regions in the world more similar or different? Why do people describe regions using human or physical characteristics? 	<p>Geography: A. Where in the World is Our Community?</p> <p>A 1. Locate key geographic features on a map of the earth: the equator, prime meridian, four hemispheres, and the seven continents. Find the oceans and continents, major countries, bodies of water, mountains, urban areas, the State of Colorado, and neighboring states on maps.</p> <p>A 2. Identify countries on a map of North America.</p> <p>A 3. Identify states and communities on a map of the southeastern United States.</p> <p>A 4. Research the role of explorers in preparing the way for the founding on new communities in North America.</p> <p>A 5. Correctly write the name of one's own state and community. Locate the community on a map</p> <p>A 6. Write a journal entry relating the experiences of an explorer.</p>	<p>Geography: A. The World in Spatial Terms</p> <p>Suggested Assessments:</p> <p>Vocab quiz (matching)</p> <p>Write directions on how to get to your room from the office. (Student Notebook page 1)</p> <p>Label the Hemispheres on a world map.(see ISN)</p> <p>Label the continents and the oceans on the world map (see ISN)</p> <p>Label five countries in Northern Hemisphere. ISN</p> <p>Label six states in the USA. ISN</p> <p>Label four communities. ISN</p> <p>Write a diary page as if you are an explorer. Write about your trip to North America and who and</p>	<p>Geography: A. The World in Spatial Terms:</p> <p>Suggested Activities:</p> <p>Vocab Booklet-write definitions for each vocab word (highlighted in blue)</p> <p>Construct a map:</p> <ul style="list-style-type: none"> office to classroom <p>Shuttle activity.</p> <p>Read 1.1 and identify 4 hemispheres.</p> <p>Read 1.2 and identify oceans and continents.</p> <p>Read 1.3 and identify countries in North America.</p> <p>Read 1.4 and identify states.</p> <p>Read 1.5 and locate communities within states.</p> <p>Reading further: Explorers find new</p>	<p>Geography: A. The World in Spatial Terms:</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> Chapter 1 in Social Studies Alive (SSA) pages 3-15 Student Interactive Notebook (ISN)pages 1-12 Transparencies 1A-1J Lesson Masters Student handout 1 CD tracks 1-8 Interactive desk maps

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	<p>B. Where in the United States is Our Community?</p> <ul style="list-style-type: none"> Why do we need compass directions and measurements of distance? How can we use a map and compass rose to locate their community, identify directions, and measure distances to other places? What is the role of traditions, symbols, and values in uniting people across the continent in a single country? Why do people describe regions using human or physical characteristics? How do cultures lead to similarities and differences between regions? 	<p>B. Where in the United States is Our Community?</p> <p>B1. Identify cardinal and intermediate directions and use a compass rose.</p> <p>B2. Use map skills to locate communities on a map, determine directions, and measure distances between two locations.</p> <p>B3. Research and map a place to visit in the United States.</p> <p>B4. Analyze the role of traditions, symbols, and values in unifying the United States.</p> <p>B5. Complete a letter to a child in another country and give a brief presentation to the class.</p>	<p>what you see. ISN</p> <p>Lesson Masters Chap. 1 Assessment pages 2-3</p> <p>Me Map-See activities</p> <p>B. Where in the United States is Our Community?</p> <p>Vocab quiz (matching)</p> <p>ISN pages 13-27</p> <p>Presentation to class of letter to child in another country.</p> <p>Lesson Masters chap. 2 assessment pages 7-8</p>	<p>lands.</p> <p>B. Where in the United States is Our Community?</p> <p>Vocab Booklet-write definitions for each vocab word (highlighted in blue)</p> <p>Read 2.1 and locate their community on the map of the United States.</p> <p>Read sections 2.2-2.6 and Use compass directions and measurements of distance to compete a travel map. LG</p> <p>Complete other maps with partners.</p> <p>Debrief activity</p> <p>Reading Further: Eagles, Flags, and Midnight Parades and activities on LM 25</p> <p>Talk more about the Statue of Liberty and the Liberty Bell.</p> <p>Me Maps - make a map with landforms, cities, bodies of water, using names of family members. State name is last name of student, and capital is first name of</p>	<p>B. Where in the United States is Our Community?</p> <ul style="list-style-type: none"> Chapter 2 in Social Studies Alive (SSA) pages 17-27 Student Interactive Notebook (ISN)pages 13-27 Transparencies 2A-2D Placards 2A-2D Lesson Masters Student handout 2A-2B CD tracks 9 <p>Other Assorted Resources:</p> <ul style="list-style-type: none"> Junior Achievement Current maps of Pueblo, Colorado, United States and the World Globes Current Atlases Kagan Strategies for Cooperative Learning Take It to Your Seat Geography Centers for grades 3-4 Macmillian McGraw Reading Series and Spotlight books. Newspaper in Education Weekly Reader http://kids.discovery.com http://kids.nationalgeographic.com http://www.factmonster.com http://www.mhschool.com/reading http://content.scholastic.com/browse/home.jsp

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				student. Act out a treasure hunt using a map: <ul style="list-style-type: none"> Students create a map and allow partners to use the map to find items in the classroom After reading <u>Grandfather's Journey</u> in the Macmillian McGraw/Hill reading series: <ul style="list-style-type: none"> Locate Japan on a map Locate North America on a map Discuss travel methods Discuss cultural differences After reading <u>Opt: An Illusionary Tale</u> in the Macmillian McGraw/Hill reading series: <ul style="list-style-type: none"> Locate countries that have kings and queens such as the United Kingdom, Belgium, Denmark. Create centers based on map skills.	<ul style="list-style-type: none"> www.freerice.com
<p>October</p>	<p><u>Week 1-2:</u></p> <p>Geography: A. What is the Geography of Our Community?</p> <ul style="list-style-type: none"> What is geography? How does physical geography affect communities? 	<p>Geography: A. What is the Geography of Our Community?</p> <p>A1. Identify and describe physical features, climate, and natural</p>	<p>Suggested Assessments A-D:</p> <p>A. What is the Geography of Our Community?</p>	<p>Suggested Activities A-B:</p> <p>A. What is the Geography of Our Community?</p>	<p>Suggested Resources A-D:</p> <p>A. What is the Geography of Our Community?</p> <ul style="list-style-type: none"> Chapter 3 in <i>Social Studies Alive (SSA)</i> pages 29-43

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	<ul style="list-style-type: none"> How does the geography of where we live influence how we live? How do physical features provide opportunities and challenges to regions? Why do people describe regions using human or physical characteristics? What are physical features, climate and natural resources of three communities? What are geographic characteristics of a region? Are regions in the world more similar of different? <p>Week 3-4:</p> <p>B. How do people Become part of our Community?</p>	<p>resources of various geographic areas, including the local community.</p> <p>Locate the community on a map and describe its natural and human features.</p> <p>A2. Compare and contrast different regions in terms of their geographic characteristics.</p> <p>Observe and describe the physical characteristics and the cultural and human features of a region.</p> <p>A3. Use map tools: scale, grid, key (legend), symbols, title, and compass rose.</p> <p>A4. Organize information in chart form.</p> <p>Read and interpret information from geographic tools and formulate geographic questions.</p> <p>A5. Identify examples of categories found in text.</p> <p>A6. Write and illustrate descriptions of geographic locations.</p> <p>Identify geography-based problems and examine the ways that people have tried to solve them.</p> <p>Give examples of places that are similar and different from a local region.</p> <p>Characterize regions using different types of features such as physical, political, cultural, urban and rural.</p> <p>B. How do people Become part of our Community?</p>	<p>Vocabulary quiz on following words from chapter 3 SSA</p> <ul style="list-style-type: none"> Physical Geography Physical Feature Climate natural resource region <p>Travel Brochure project own community and of 1 other community.</p> <p>Formal assessment in Lesson Masters pages 16-17</p> <p>ISN pages 29-32</p> <p>Have students write about the Feed the World Lesson.</p> <p>B. How do people Become part of our Community?</p>	<p>Vocabulary booklet for highlighted words in blue.</p> <p>Read 3.1 and identify vocabulary.</p> <p>Read 3.2 and describe physical features, climate, and natural resources.</p> <p>Read 3.3-3.4 and complete chart. Review together.</p> <p>Create Travel Brochures</p> <p>Compare and contrast the communities they studied to pick their favorite.</p> <p>Create travel brochure of community.</p> <p>Read further: Telling stories with maps.</p> <p>Map the area of Pueblo according to its geography:</p> <ul style="list-style-type: none"> Lakes Mountains Rivers Valleys Weather plants and trees <p>B. How do people Become part of our Community?</p>	<ul style="list-style-type: none"> Student Interactive Notebook (ISN)pages 29-32 Transparencies 3A-3C Lesson Masters Student handout 3A-3B Information Master 3 Rulers <p>B. How do people Become part of our Community?</p> <ul style="list-style-type: none"> Chapter 4 in Social Studies Alive (SSA) pages 45-57 Student Interactive Notebook (ISN)pages 33-42 Placard 4 Transparencies 4A-4B Lesson Masters Information Master 4 Scrap paper Crayons/ markers small stickers/ prizes <p>Other Resources</p> <ul style="list-style-type: none"> Bessemer Historical Society Trunk on Primary and secondary sources. Junior Achievement Current maps of Pueblo, Colorado, United States

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	<ul style="list-style-type: none"> How do you feel when you have to move to a new place? Why? Why do people immigrate to a new place? What challenges do immigrants face? How have the cultural experiences of groups in different regions influenced practices regarding the local environment? How do cultures lead to similarities and differences between regions? 	<p>B1. Analyze why and how people immigrate to the United States. B2. Compare benefits and drawbacks of immigrating to the United States. Compare past and present situations and events. (Immigration now) Give examples of people and events, and developments that brought important changes to a community or region. Describe the history, interaction, and contributions of the various peoples and cultures that have lived in or migrated to a community or region. B3. Read a Map B4. Evaluate benefits and costs, including opportunity costs, as a way of making an important decision. B5. Distinguish between primary and secondary resources. B6. Describe and illustrate an idea. B7. Conduct an interview. B8. Write a biographical sketch based on an interview.</p>	<p>Vocabulary quiz on following words from chapter 4 SSA</p> <ul style="list-style-type: none"> immigrant, discriminate, migrant worker <p>Lesson Master formal assessment chapter 4 pages 20-21</p> <p>What are primary and secondary resources?</p> <p>Biographical paragraph(s) and presentation to class.</p>	<p>Vocabulary booklet for highlighted words in blue.</p> <p>Immigration game.(round 1, 2, 3)Debrief after each.</p> <p>Read 4.1 and 4.2 and assess why people immigrate to the United States in each.</p> <p>Read 4.3 and compare benefits and drawbacks of being an immigrant to the US.</p> <p>Read Further: One Immigrant's Story.</p> <p>Students interview an adult friend or family member about a major life decision. Write a 1-2 paragraph report of what they learned. Share with the class.</p> <p>Review Pueblo History with people who immigrate here and how they live life. (Rosemont Museum, Steelworks Museum)</p> <p>Bessemer Historical Society Trunk on Primary and secondary sources.</p> <ul style="list-style-type: none"> Connect <u>City Green</u> with the topic of how physical and human characteristics have changed an area. <ul style="list-style-type: none"> Discuss how Marcy has changed area she lives in for the better. 	<p>and the World.</p> <ul style="list-style-type: none"> Globes Current Atlases Kagan Strategies for Cooperative Learning Take It to Your Seat Geography Centers for grades 3-4 Macmillian McGraw Reading Series and Spotlight books. Weekly Reader http://kids.discovery.com http://kids.nationalgeographic.com http://www.factmonster.com http://www.mhschool.com/reading http://content.scholastic.com/browse/home.jsp www.freerice.com <p> Feed the World Lesson plan</p>

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				<ul style="list-style-type: none"> ○ Create projects for your local neighborhood that will improve the area. ○ Create a timeline of how Pueblo has changed through the years. ● Use the story <u>The Sun, the Wind, and the Rain</u> to discuss how physical features of the land are created and changed over time. ○ Feeding the World lesson (see resources) 	
November	<p><u>Week 1-3:</u></p> <p>A. What Makes Our Community Diverse?</p> <ul style="list-style-type: none"> ● What are aspects of a culture? ● What is cultural diversity in the categories of food, languages, holidays, and traditions? ● What cultural diversity is there in American Indian communities, and what artifacts represent this? ● What items illustrate cultural diversity in our community? ● How do cultures lead to similarities and differences between regions? 	<p>A. What Makes Our Community Diverse?</p> <p>A 1. Identify specific examples of cultural diversity.</p> <p>A 2. Identify cultural contributions of diverse groups to our communities.</p> <p>A 3. Identify basic human needs (food, clothing, shelter).</p> <p>A 4. Compare how groups in different regions have adapted to their physical environments and used natural resources to meet basic needs. Identify factors that make a region unique including cultural diversity, industry and agriculture, and land</p>	<p>Suggested Assessments A-B:</p> <p>A. What Makes Our Community Diverse?</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> ● diverse, culture <p>Lesson Masters Chapter 5 formal assessment pages 24-25</p> <p>Group presentations</p>	<p>A. What Makes Our Community Diverse?</p> <p>Vocabulary booklet</p> <p>Explore cultural contributions in our communities.</p> <p>Read 5.1 and explore foods from diverse cultures in our community. Presentations (Bessemer Historical Society Trunks)</p> <p>Read 5.2 and explore languages from diverse cultures spoken in our community. Presentations.</p> <p>Read 5.3 and explore holidays from</p>	<p>A. What Makes Our Community Diverse?</p> <ul style="list-style-type: none"> ● Chapter 5 in Social Studies Alive (SSA) pages 59-73 ● Student Interactive Notebook (ISN)pages 43-50 ● Transparencies 5A-5B ● Information Master 5 ● CD Track 10 ● Small Prizes (optional)

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	<p>B. How do People Improve their Communities?</p> <ul style="list-style-type: none"> • What is segregation and who confronted the problem? • How do historical fact, opinion and fiction uniquely influence an individual's understanding of history? • How do historical thinkers determine the accuracy of history? • Why do historians use multiple sources in studying history? • What monuments can students make to honor those people who made a difference in the United States? • Which individuals and organizations helped in New Orleans after Hurricane Katrina? • What contributions have people in our community made and how can we honor that? • What types of questions do historians ask about the past? • What types of questions do people ask to learn about the past? 	<p>forms.</p> <p>A 5. Identify specific examples of general categories.</p> <p>A 6. Organize information in chart form.</p> <p>A 7. Prepare and deliver an oral presentation about cultural contributions.</p> <p>B. How do People Improve their Communities?</p> <p>B 1. Identify how 4 individuals solved problems to improve the lives of people in their own communities and in communities around the country. Compare information from multiple sources recounting the same event. Compare factual historical sources with works of fiction about the same topics.</p> <p>B 2. Synthesize information about one of these individuals to design a human monument to honor that person's contributions to his or her community.</p> <p>B 3. Explain why all individuals share a responsibility for making their community a better place to live.</p> <p>B 4. Identify examples of individuals and organizations who contribute to the public good in an emergency such as a disaster.</p> <p>B 5. Research and describe the contributions of someone who has</p>	<p>Sharing of cultural item with class.</p> <p>B. How do People Improve their Communities?</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> • strike, boycott, canal, disabled, natural disaster, volunteer <p>Group presentations</p> <p>Reading Notes</p> <p>ISN pages 51-57</p> <p>Formal assessment Lesson master page 35-36</p>	<p>diverse cultures. Presentations</p> <p>Read 5.4 and explore traditions. Presentations.</p> <p>Reading Further: Many People, Many Ways of Life.</p> <ul style="list-style-type: none"> • Concept of artifacts, basic human need for food, clothing, and shelter. <p>B. How do People Improve their Communities?</p> <p>Vocabulary Booklet</p> <p>Share examples of shared responsibility for the good of the community.</p> <p>Work with small group to learn how one individual improved life for people in their community. Four groups, each group reads 1 section of the chapter.</p> <p>Create a human monument for that person to celebrate what they did.</p> <p>Set up classroom presentations of human monuments.</p> <p>Presentations and groups compete Reading notes to assess.</p> <p>Reading Further: Helping a community in</p>	<p>B. How do People Improve their Communities?</p> <p>Chapter 6 in Social Studies Alive (SSA) pages 75-87</p> <p>Student Interactive Notebook (ISN)pages 51-57</p> <p>Transparencies 6A-6D</p> <p>Information Master 6A and 6B</p> <p>Student Handout 6</p> <ul style="list-style-type: none"> • Current Encyclopedias • Kagan Strategies for Cooperative Learning • Take It to Your Seat Geography Centers for grades 3-4 • Newspaper in Education • Weekly Reader • Other books about Cesar Chavez, Ruby Bridges, Lois Marie Gibbs, and Judy Heumann • http://kids.discovery.com • http://kids.nationalgeographic.com • http://www.factmonster.com

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		<p>improved life in the local community. Make an Oral Presentation to the class about report.</p> <p>Use a variety of historical sources including artifacts, pictures, and documents to help define factual historical evidence.</p>		<p>Need.</p> <p>Identify people in the community who have made it a better place.</p> <p>Field Trip to the El Pueblo Museum, Rosemont Museum, InfoZone at Rawlings Library</p> <p>Discuss how explorers have changed the area of Pueblo.</p> <p>Write a story of the life of an explorer in Pueblo.</p> <ul style="list-style-type: none"> • Include details of what they discovered, who they met, and how they advanced the lives of those already living in the area. <p>Connect Thanksgiving traditions with the topic of exploration.</p> <ul style="list-style-type: none"> • Discuss how the Native Americans and Pilgrims adapted and learned new survival techniques from each other. 	<ul style="list-style-type: none"> • http://www.mhschool.com/reading • www.yahooligans.com • If You Sailed on the Mayflower written by Ellen Levine • www.freerice.com
<p>December</p>	<p>Week 1, 2, 3:</p> <p>American History: A. How are People Around the World Alike and Different?</p> <ul style="list-style-type: none"> • In what ways are two students' lives alike and different ? • What do other children use in their daily lives around the world? • How are other children around the world similar and different than 	<p>How are People Around the World Alike and Different?</p> <p>A 1. Predict similarities and differences.</p> <p>A 2. Analyze artifacts to identify what they reveal about ways of life.</p>	<p>How are People Around the World Alike and Different?</p> <p>Vocabulary quiz on the following:</p> <ul style="list-style-type: none"> • capital 	<p>How are People Around the World Alike and Different?</p> <p>Vocabulary booklet</p> <p>Pen Pals?</p> <p>Introduction of Venn Diagram as a way</p>	<p>How are People Around the World Alike and Different?</p> <ul style="list-style-type: none"> • Chapter 7 in Social Studies Alive (SSA) pages 89-107 <p>Interactive Student Notebook (ISN)pages 59-66</p>

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	<p>us?</p> <ul style="list-style-type: none"> How does the history of our community help us understand the people in our community? How have different groups of people both lived together and interacted with each other in the past? 	<p>A 3. Compare and contrast various ways of life.</p> <p>A 4. Compare and contrast students' community with Mexico City.</p> <p>A 5. Write a letter comparing student's life to that of a child in another country. Review partner's letter and revise. Revise own letter based on peer review.</p> <p>Describe the history, interactions, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.</p>	<p>Letters to child</p> <p>ISN pages 59-66</p> <p>Formal assessment in Lesson Masters for Chapter 7 pages 38-39.</p>	<p>of showing similarities and differences.</p> <p>Read Intro to Chap 7 and 7.1 to analyze the daily lives of children in other countries. Analyze the artifacts of the children as well.</p> <p>5 stations to continue the chapter. Each station will read about a different child from a different country. Students use reading and artifacts to identify two things that are similar and two things that are different between their life and your own.</p> <p>Write a letter to one of the children about the similarities and differences in their lives. Revise and edit with a partner.</p> <p>Reading Further: The Story of Mexico City.</p> <ul style="list-style-type: none"> Compare own city with Mexico City. 	<p>Transparencies 7A-7C</p> <p>Placards 7A-7J</p> <p>Information Master 7</p> <p>CD Track 11</p> <p>Sticky Notes</p> <ul style="list-style-type: none"> Current maps of Pueblo, Colorado, United States and the World. Globes Current Encyclopedias Current Atlases Kagan Strategies for Cooperative Learning Take It to Your Seat Geography Centers for grades 3-4 Newspaper in Education Weekly Reader http://kids.discovery.com http://kids.nationalgeographic.com http://www.factmonster.com http://www.mhschool.com/reading www.yahooligans.com www.freerice.com
<p>January</p>	<p>Week 1-2:</p> <p>Economics: A. How does our Economy Work?</p> <ul style="list-style-type: none"> What are buyers and sellers and what kinds of prices would 	<p>Economics: A. How does our Economy Work?</p> <p>A 1. Identify the differing interests of buyers and sellers in a market with</p>	<p>Suggested Assessments A-B:</p> <p>A. How does our Economy Work?</p>	<p>Suggested Activities A-B:</p> <p>A. How does our Economy Work?</p>	<p>Suggested Resources A-B:</p>

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	<p>they prefer?</p> <ul style="list-style-type: none"> • What happens to prices when supply and demand changes? • How have demand and competition led to faster mail delivery services over time? • What are the effects of supply and demand on prices of fruit and vegetables? • Would you rather be a producer, consumer, or a mix of both? • What happens when a producer cannot make enough to meet consumer demand? • What would happen if consumers did not want what producers made? • What would happen if an individual spent all earnings on entertainment? • Why do individuals give away money? • How would an individual decide between purchasing a want or a need? 	<p>respect to price. Describe the difference between producers and consumers and explain how they need each other. A 2. Explain the effects of supply and demand on prices. Describe and give examples of forms of exchange to include but not limited to trade and barter. A 3. Predict what will happen to prices when supply and demand change. Describe how the exchange of goods and services between businesses and consumers affects all parties. A 4. Sequence events on a timeline. A 5. Hypothesize reasons for high and low prices on items in the local community. A 6. Write and illustrate a slogan for a business. Conduct research and present to class orally.</p> <ol style="list-style-type: none"> Identify sources of income including gifts, allowances, and earnings. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals. Create a plan for a short term financial goal. Describe the steps necessary to reach short-term financial goals. 	<p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> • market, economy, goods, service, supply, demand. <p>ISN pages 67-73</p> <p>Slogan project and presentation</p> <p>Formal assessment from lesson masters for Chapter 8</p>	<p>Vocabulary Booklet</p> <p>Identify the differing interests of buyers and sellers in a market with respect to price.</p> <p>Show Transparency 8 A. Read Intro to chapter 8 and 8.1. Complete definitions in ISN.</p> <p>Set up classroom for Fruit market for high supply and low demand. Student handouts 8 A-B. Explain the effects of supply and demand on prices. Divide group in half, sellers and buyers. then divide into partners. Sellers will have 8 pieces of fruit and buyers have \$4. The objective is for the sellers to make as much money as possible. The buyer’s objective is to buy as much fruit as possible. 3 minutes to discuss strategies with partner.</p> <p>Open fruit market. Wander through during activity and remind students that having extra fruit left over is not a good strategy. They may have to reduce their price.</p> <p>Read 8.2 and show Transparency 8 B. Listen to CD 12 and do movements with song.</p> <p>Set up fruit market again for high demand and low supply. Same partners and roles. Sellers have 4 fruit card and buyers have \$8. Same objectives (The objective is for</p>	<p>A. How does our Economy Work?</p> <ul style="list-style-type: none"> • Chapter 8 in Social Studies Alive (SSA) pages 109-121 <p>Interactive Student Notebook (ISN)pages 67-73</p> <p>Transparencies 8A-8D</p> <p>Student handouts 8A-8C</p> <p>Information Master 8A-8C</p> <p>CD Track 12-13</p>

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				<p>the sellers to make as much money as possible. The buyer’s objective is to buy as much fruit as possible.) 3 minutes to discuss strategies with partner.</p> <p>Open fruit market again. Sell until all goods are gone. Debrief.</p> <p>Read 8.3 and show Transparency 8 C. Play CD 13 and do movements again.</p> <p>Predict what will happen to prices when supply and demand change. (Student handout 8 C) Read information Master 8 C. Let pairs discuss what the price will do and then point arrow up or down.</p> <p>Read 8.4 to find out what will happen in this situation. Continue with rest of Info masters.</p> <p>Reading further: Answering the demand for Faster Mail. Transparency 8 D. Read section. Sequence events on a timeline and discuss chronological words.</p> <p>Write and illustrate a slogan for a delivery business. Conduct research and present to class orally. Hypothesize reasons for high and low prices on items in the local community.</p>	

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	<p>Weeks 3-4 B. How Does Global Trade Affect our Community?</p> <ul style="list-style-type: none"> • What effects have people from different cultures had on Pueblo? • What are some examples of different cultural influences in Pueblo? • How does an individual know when an exchange benefits both parties? • What would happen if there were no such item as money? • What would the world look like if there were no transportation that could move goods more than 50 miles? 	<p>B. How Does Global Trade Affect our Community? Recognize that different currencies and forms of exchange exist and list the functions of money to include but not limited to such topics as medium of exchange, store value, and measure of value.</p> <p>B 1. Analyze hypothetical pattern of global trade.</p> <p>B 2. Identify conflicting points of view about global trade.</p> <p>B 3. Describe a way in which global trade has changed life in a world community. Give examples of how trade benefits individuals and communities and increases interdependency.</p> <p>B 4. Identify products sold in the local community that are involved in global trade.</p> <p>B 5. Draw examples of global trade on a world map.</p> <p>B 6. Summarize key ideas in picture sentences.</p> <p>B 7. Support an opinion in one paragraph.</p>	<p>B. How Does Global Trade Affect our Community?</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> • global trade, manufactured <p>ISN pages 75-83</p> <p>Opinion Paragraph</p> <p>Identify products that come from global trade.</p> <p>Formal assessment from Lesson Master Chapter</p>	<p>B. How Does Global Trade Affect our Community?</p> <p>Vocabulary booklet on the following: global trade, manufactured</p> <p>Copy enough of student handout 9A to have 2 handouts for each child. Cut out before lesson. Need ball of yarn. Sit in circle and explain that each student is a country. Hand out 1-3 cards to each student, randomly. Lay them face up on the floor. Show your card and read to class. It is for sale but you must have one card facing up to buy it. See who wants to buy. Create Global Trading Web. When someone buys it, they take card and turn over, tie end of yarn around your foot and other end goes with the buyer. Then that person sells a card and the yarn goes around. Analyze and ask questions.</p> <p>Write a picture sentence about global trade. Read 9.1 and 9.2 with partners and complete reading notes. Do again with 9.3-9.4.</p> <p>Read summary of chap. 9 and have students identify conflicting points of view about global trade. Then take and defend a position.</p> <p>Reading Further: How Trade is Changing Bangalore.</p>	<p>B. How Does Global Trade Affect our Community?</p> <ul style="list-style-type: none"> • Chapter 9 in Social Studies Alive (SSA) pages 123-135 • Interactive Student Notebook (ISN)pages 75-83 • Transparencies 9A-9C • Student handouts 9A-9B • Large ball of yarn • Copies of Global Trading cards <ul style="list-style-type: none"> • Current maps of Pueblo, Colorado, United States and the World. • Globes • Current Encyclopedias • Current Atlases • Kagan Strategies for Cooperative Learning • Take It to Your Seat Geography Centers for grades 3-4 • Newspaper in Education • Weekly Reader • http://kids.discovery.com • http://kids.nationalgeographic.com • http://www.factmonster.com • http://www.mhschool.com/reading • www.yahooligans.com • www.freerice.com

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				Transparency 9 C. Describe life in Bangalore and how global trade is changing it.	
February	<p><u>Week 1-4:</u></p> <p>A. What are the Public Services in our Community?</p> <ul style="list-style-type: none"> Why are public services important in our community? What services are the most important and how can the class graph the results? How did Benjamin Franklin exhibit public virtue in helping to pioneer several public services in the US? Why do people create governments? How do people, places and events help us understand the ideals of democratic government? What types of questions do people ask to learn about the past? 	<p>A. What are the Public Services in our Community?</p> <p>A 1. Distinguish between public and private services.</p> <p>A 2. Analyze artifacts related to various public services.</p> <p>A 3. Evaluate the relative importance of different public services. Give examples of the relationship between rights and responsibilities.</p> <p>A 4. Use a bar graph and a pictograph to represent numerical data.</p> <p>A 5. Identify ways in which Benjamin Franklin showed public virtue, including his role in helping to start needed public virtues. Give examples of people, events, and developments that brought important changes to a community or region. Compare past and present situations and events.</p> <p>A 6. Match audio cues with the public service they represent.</p> <p>A 7. Orally debate the importance of various public services.</p> <p>A 8. Write a proclamation.</p>	<p>Suggested Assessments A:</p> <p>A. What are the Public Services in our Community?</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> private service, public service, tax, suburb, (add proclamation) <p>Formative Assessment from Lesson Masters Chapter 10</p> <p>ISN pages 85-94</p> <p>List some public and private services.</p> <p>Poster about public service of choice.</p> <p>Proclamation as to why we should have Benjamin Franklin Day.</p>	<p>A. What are the Public Services in our Community?</p> <p>Play tracks 14-19 and have students to locate what service makes that sound.</p> <p>Discuss differences between public and private services.</p> <p>Analyze different artifacts representing public services (in small groups)</p> <p>Evaluate and debate the importance of each public service after reading 10.1-10.6. Class debate.</p> <p>Create Human bar graph and interpret.</p> <p>Draw a corresponding pictograph from the human bar graph.</p> <p>Reading Further: Benjamin Franklin, Public Servant.</p> <p>Write a proclamation about why there should be a Benjamin Franklin Day.</p> <p>List some public and private services.</p> <p>Create a poster about public service of</p>	<p>A. What are the Public Services in our Community?</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 10 pages 137-153 Transparencies 10 A ISN pages 85-94 Student Handouts 10 A- 10 B Information Handout 10 CD Tracks 14-19 6 small paper bags <ul style="list-style-type: none"> Current maps of Pueblo, Colorado, United States and the World. Globes Current Encyclopedias Current Atlases Kagan Strategies for Cooperative Learning Take It to Your Seat Geography Centers for grades 3-4 Macmillian McGraw Reading Series and Spotlight books. Newspaper in Education Weekly Reader http://kids.discovery.com http://kids.nationalgeographic.com http://www.factmonster.com http://www.mhschool.com/reading

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
				choice.	<ul style="list-style-type: none"> www.yahooligans.com www.freerice.com
March	<p>Week 1-4</p> <p>A. Who Works at City Hall?</p> <ul style="list-style-type: none"> What are the nine offices in community government? What are the three levels of government? Why do all levels of government have to obey the U.S. Constitution? How are local governments and citizens interdependent? How do individuals get involved in local government? How do local governments and citizens help each other? 	<p>A. Who Works at City Hall?</p> <p>A 1. Describe the main responsibilities of individuals and departments in a community government. Identify the origins, structure, and functions of local government.</p> <p>A 2. Determine which offices of the community government are appropriate for dealing with various issues. Identify and explain a variety of roles leaders, citizens, and others play in local government. Identify and explain the services local governments provide and how those services are funded.</p> <p>A 3. Identify the three main levels of government in the United States and the basic law that all must obey: a. Executive b. Legislative c. Judicial</p> <p>A 4. Classify selected government leaders and functions by level of government.</p>	<p>Suggested Assessments A:</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> city hall, budget, public works, federal government, state government, local government, militia. <p>ISN Pages 95-106</p> <p>With partner, give a brief oral report to class based on notes taken while reading.</p> <p>Write a letter to someone in local government.</p> <p>Formal assessment from Lesson masters page 80-81</p>	<p>Suggested Activities A:</p> <p>Vocabulary building.</p> <p>Introduce main departments of government (info masters A & B, ISN, CD)</p> <p>Respond to letters to city hall by describing responsibilities of each. Students read section corresponding to each office. 2 sessions (Info masters C-D, Placards A-I, student handout A)</p> <p>Present oral reports about the offices at city hall. Students brainstorm questions they would ask each official.</p> <p>Draft letters to people in own government. Research officials in each area you could write to. Use questions from oral reports to help.</p> <p>Peer review letter with partner. (student handout 11C)</p> <p>Reading Further: One Country, Many Governments (transparency 11B) Read and identify the 3 main levels of government and laws they must obey. Make a poster for 4 of the programs and</p>	<p>Suggested Resources A:</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 11 pages 155-169 Transparencies 11A-11B Placards 11A-11I ISN pages 95-106 Information Masters 11A-11E Student Handouts 11A-11C CD Track 20 Paper for writing letters legal sized envelopes stamps (optional) <ul style="list-style-type: none"> Current Newspaper in Education Weekly Reader http://kids.discovery.com http://kids.nationalgeographic.com http://www.factmonster.com http://www.mhschool.com/reading www.yahooligans.com www.freerice.com

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
				<p>how they make the city safer and more beautiful.</p>	
<p>April</p>	<p><u>Week 1-4:</u></p> <p>A. How do we have a Voice in our Community?</p> <ul style="list-style-type: none"> • How can you be a responsible voter? • How can you learn more about issues in your community? • Why is personal advocacy important in a community with diverse views? • How are local governments and citizens interdependent? • How do individuals get involved in their local government? • How do local governments and citizens help each other? • Why do people create governments? • How do people, places, and events help us understand the ideals of democratic government? 	<p>A. How do we have a Voice in our Community?</p> <p>A 1. Identify four ways for people to have a voice in their community. Identify the origins, structures, and functions of local government. Identify and explain the services local governments provide and how those services are funded. Identify and explain a variety of roles leaders, citizens, and others play in local government. Identify important economic and personal rights and how they relate to others. Give examples of the relationship between rights and responsibilities.</p> <p>A 2. Evaluate arguments for opposing positions on an issue. Identify and apply the elements of civil discourse to include but not limited to listening with respect for understanding, and speaking in a respectful manner.</p> <p>A 3. Describe a step-by-step process for preparing to vote responsibly in an election.</p>	<p>Suggested Assessments A:</p> <p>A. How do we have a Voice in our Community?</p> <p>Vocabulary quiz on the following:</p> <ul style="list-style-type: none"> • citizen, demonstration, peaceful, civil right, candidate, register, ballot. <p>Describe the four steps to being a good voter. ISN 112</p> <p>Create a poster to show how you feel about an issue in your community. Can create a slogan too. ISN 113</p> <p>Lesson Master formal assessment pages 83-86</p> <p>Student Notebook pages 107-113</p> <p>Express a position on an issue.</p>	<p>Suggested Activities A:</p> <p>A. How do we have a Voice in our Community?</p> <p>Introduce concept of having a voice in decisions that affect us.(ISN preview)</p> <p>Read Introduction of Chap. 12 and look at Transparency 12A. Ask how it shows people having a voice?</p> <p>Vocabulary Building on the following: citizen, demonstration, peaceful, civil right, candidate, register, ballot.</p> <p>Attending a public meeting. Transparency 12 B. Read 12.1 and conduct an act-it-out of a public meeting. (Transparency 12 C)</p> <p>Peaceful Demonstrations: Transparency 12D-E Read 12.2 and act out a peaceful demonstration.</p> <p>Support a Candidate: Transparency 12 F-G Read 12.3 and act out listening to candidates' speeches.</p> <p>Voting on a community Issue: Transparency 12 H-I, Student handout 12 B Read 12.4 and act out evaluating opposing positions on an issue and then voting.</p>	<p>Suggested Resources A:</p> <p>A. How do we have a Voice in our Community?</p> <ul style="list-style-type: none"> • SSA Curriculum and book Chapter 12 pages 171-183 • Transparencies 12A-12I • ISN pages 107-113 • Lesson Masters student handouts 12A & B • Small cardboard box • Manila folders and tape (optional)

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>B. Whose Planet is it, Anyway?</p> <ul style="list-style-type: none"> • What are environmental problems? • What can a community do when faced with an environmental problem? • How can we help solve the problem? • What are the effects of renewable and nonrenewable resources? • How does the geography of where we live influence how we live? 	<p>B. Whose Planet is it, Anyway? B 1. Compare solutions and problems and choose the best option.</p> <p>B 2. Classify sources of energy as renewable or nonrenewable.</p> <p>B 3. Identify the consequences of using various sources of energy.</p> <p>B 2. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p> <p>Identify geography-based problems and examine the ways that people have tried to solve them.</p>	<p>B. Whose Planet is it, Anyway?</p> <p>Vocabulary Quiz on the following:</p> <ul style="list-style-type: none"> • environment, pollution, global warming, toxic waste, renewable resource, fossil fuel, nonrenewable resource. <p>Lesson Master formal assessment pages 89-90</p> <p>Group Lyrics to song. LM 88</p> <p>Cartoon about how to solve an environmental problem. ISN 116-121</p> <p>Student Notebook pages 115-125</p>	<p>Read summary</p> <p>Reading Further: Making your voice count. Voting is a responsibility as well as a right. Mock Election Brainstorm a list of issues in school or community. Create a poster to show how they feel about an issue in community.</p> <p>B. Whose Planet is it, Anyway?</p> <p>Review the terms environment and nature. ISN Preview</p> <p>Develop Vocabulary of the following: environment, pollution, global warming, toxic waste, renewable resource, fossil fuel, nonrenewable resource.</p> <p>Transparency 13 A. Read Introduction. Listen to CD 21 and show Transparency of Info masters 13 A. Have students listen 2-3 times to the rap and join in.</p> <p>Explore Air pollution. Read 13.1. Complete 1st half of cartoon. Show Transparency 13 B. Create solution for problem. Have group present solutions to class. Read 13.2 and look at Transparency 13B again. Complete second half of cartoon.</p> <p>Explore Oil Spills. Read 13.3. Complete 1st half of cartoon. Transparency 13 C and discuss solutions. Present solutions to class and create a simple living statue for their solution with all group members.</p>	<p>B. Whose Planet is it, Anyway?</p> <ul style="list-style-type: none"> • SSA Curriculum and book Chapter 13 pages 185-201 • Transparencies 13A-13E • ISN pages 107-113 • Lesson Masters Information masters 13 A & B • CD tracks 21-22 • Transparency pens (1 per group of 3) <ul style="list-style-type: none"> • Newspaper in Education • Weekly Reader • http://kids.discovery.com • http://kids.nationalgeographic.com • http://www.factmonster.com • http://www.mhschool.com/reading • www.yahooligans.com • www.freerice.com

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				<p>Identify solutions chosen by government and communities. Read 13.4.</p> <p>Explore Toxic Waste. Read 13.5. Complete 1st half of cartoon. Transparency 13 D and discuss solutions. Present to class as the next verse to the rap. (Info master 13B on transparency) Present with CD Track 22 and have words on transparency so class can see them. Read 13.6 and summary.</p> <p>Reading Further: Finding New Sources of Energy. Transparency 13 E Discuss need for finding better sources of energy. Classify sources of energy as renewable or nonrenewable and relate to their own lives. (ISN) Identify problems, challenges and consequences of using renewable and nonrenewable sources of energy. Brainstorm environmental problems they have seen or heard in their community. Create own cartoon and solution.</p>	
<p>May</p>	<p><u>Week 1-4:</u></p> <p>A. How can we Help the Global Community?</p> <ul style="list-style-type: none"> How do we address global problems and issues? What can we really do to help the world? How can we learn about other cultures and make them feel part of a single global community? How have different groups of 	<p>A. How can we Help the Global Community?</p> <p>A 1. Identify specific ways of showing public virtue by helping the global community.</p> <p>A 2. Develop a detailed proposal for a class project to help the global community.</p> <p>A 3. Evaluate and compare ideas for class projects according to a set of criteria.</p>	<p>Suggested Assessments A:</p> <p>Vocabulary quiz on the following: global community, habitat, tolerant.</p> <p>ISN pages 127-135</p> <p>Bumper sticker project</p> <p>Journal</p> <p>Presentations to class</p>	<p>Suggested Activities A:</p> <p>Vocabulary Building on the following words: global community, habitat, tolerant.</p> <p>Build background by questioning whether students have seen bumper stickers and what they were about. Design bumper sticker about a problem or issue. (Transparency 14 A)</p>	<p>Suggested Resources A:</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 14 pages 203-215 Transparencies 14 A - B ISN pages 127-135 Student Handouts 14 A- D Poster Board or flip chart paper for projects. Writing paper for journal

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>people both lived together and interacted with each other in the past?</p>	<p>A 4. Create an image to show people in the global community what life is like in the United States. Chronologically sequence important events in a community or region.</p>	<p>Formal Assessment in Lesson Master pages 101-102</p>	<p>Read Introduction to chapter and discuss public virtue (taking responsibility for making communities better places to live). Share bumper stickers they made.</p> <p>Students will read about ways they can help the global community: 1-protect the environment, 2-helping wildlife, and 3-helping other people. Read 14.1-14.3. Find 3 ideas to finish the 3 cars about ways to help the environment. Read 14.4-14.5. Find 3 ways to help wildlife and complete the three cars. read 14.6-14.8. Find 3 ways to help other people and complete the 3 cars.</p> <p>Each group will create and present a proposal for a class project to help the global community.(Student handout 14 A, B, and C.)</p> <p>Have groups evaluate each group with criteria on handout C as they present posters and proposals to class. Students should ask relevant questions.</p> <p>Compare and evaluate ideas and then vote on which project the class would like to implement. (Student handout D) As a class, begin to implement the class project with everyone taking part. Record progress individually in a journal.</p> <p>Reading Further: Learning about Others through Art. Display Transparency 14 B. Discuss that art is different all around the world. We can use art to learn about different countries and how they are</p>	<ul style="list-style-type: none"> • Newspaper in Education • Weekly Reader • http://kids.discovery.com • http://kids.nationalgeographic.com • http://www.factmonster.com • http://www.mhschool.com/reading • www.yahooligans.com • www.freerice.com

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
				similar and different. Read section. Groups need to draw a picture that shows what life is like in the United States. Groups can present. (can also do individually)	