

# **Van Buren Community Schools**

## **Social Studies Curriculum 2006-2007**

Developed summer of 2006

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## ACKNOWLEDGEMENT

In January of 2006 a committee was formed of 13 elementary teachers and 8 secondary teachers to develop a Social Studies curriculum with a Pre-K – 12 continuum. On June 1, 2006 the committee members joined together with their unique interests and competencies to develop this curriculum, which is the result of research, consultations and interactions among committee members, other faculty and administrators within the district.

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and mastery of skills, depending on the ability and interests of each student.

The project was successfully completed in the summer of 2006, because of the dedication and effort of the committee members who participated in this project: Elementary – Teresa Adkins, Kelly Loeffler, Erin Bass, Tessa Menefee, Jolene Davis, Marni Starnes, Renee Thomas, Gwen Pedrick, Sue Cunningham, Linda Golden, Lori Zeitler, Barbara Nixon, Steve Speer; Secondary – John Simmons, Tim Roush, Greg Jones, Mike Hurley, Victor Combs, Jason Marshall, Sherry Peck and Heath Teeter.

We are grateful to these committee members and support and compliment their fine efforts.

It is our hope that the faithful use of this curriculum and guide will allow all social studies teachers to give a sound foundation in social studies to all students.

## **FORWARD**

The purpose of this guide is to assist teachers in the organization and instruction of social studies classes in the Van Buren Community School District.

This guide provides direction for teachers of prekindergarten through grade twelve, and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction of concepts and skills.

Committee members established basic agreement on the philosophy and goals of social studies in our school system.

This guide, prepared by classroom teachers for use by classroom teachers provides a scope and sequence for instruction.

## Chapter 12 GENERAL ACCREDITATION STANDARDS

### PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

### DIVISION I GENERAL STANDARDS

#### **281-12.1(256) General standards.**

**12.1(1)** *Schools and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualifications are related to a bona fide religious purpose.

## DIVISION V EDUCATION PROGRAM

**281-12.5(256) Education program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

**12.5(1) Prekindergarten program.** If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The prekindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out prekindergarten activities designed to encourage cooperative efforts between home and school shall focus on community resources. A prekindergarten teacher shall hold a license/certificate licensing/certifying that the holder is qualified to teach in prekindergarten. A nonpublic school which offers only a prekindergarten may, but is not required to seek and obtain accreditation.

**12.5(2) Kindergarten program.** The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed/certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a kindergarten program.

**12.5(3) Elementary program, grades 1-6.** The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

*b. Social studies.* Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.

## EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990  
Date Reviewed: August 11, 1999  
Date Revised: November 8, 1995

## EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:  
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

*Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:*

*Student Handbooks*

*School Newsletters*

*Teacher Handbooks*

*Local Newspapers*

*Employee (Staff) handbooks*

*Employment*

*Application Forms*

*Registration handbook*

*Program Brochures & Publications*

*Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.*

*Legal Reference:*

*20 U.S.C. 1221 et seq. (1994)*

*20 U.S.C. 1681 et seq. (1994)*

*20 U.S.C. 1701 et seq. (1994)*

*29 U.S.C. 794 (1994)*

*42 U.S.C. 12101 et seq. (1994)*

*34 C.F.R. Pt. 100 (1999)*

*34 C.F.R. Pt. 104 (1999)*

*Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*

*281 I.A.C. 12*

*Cross Reference:*

*100.2 District Educational Equity Policy*

*402 Staff Educational Equity Policy*

*516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

## FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedom to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and materials appropriate to the education objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.
2. Provide students with access to a broad range of ideas and viewpoints.
3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
4. Support students' rights to present their ideas even if some people might find the ideas objectionable.
5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Individuals or groups outside the public schools should not be allowed to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.
2. Determine which viewpoints will be presented or avoided in public schools.
3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Date of Adoption: August 13, 1986

Date of Review: March 14, 2001

Date of Revision:

**Van Buren Community Schools 5-Year Goal for Social Studies:**

All students will be proficient in social studies, including the areas of history, geography, government and civics and economics. Van Buren students will also meet the annual yearly progress trajectory, when established.

## **SOCIAL STUDIES RATIONALE**

The social studies program is concerned with preparing young citizens for active participation in American society. Social studies education is the structured school program providing this preparation.

Social studies should be viewed as an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. Social studies interrelate the capability and capacity for survival by the human species – survival related to the interdependence with a finite natural resource base.

It is the responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, and our nation, and the international community. To accomplish these tasks and work effectively as citizens, they need knowledge of past civilizations and the social and behavioral sciences. Moreover, they should understand the role of social institutions and values in their own society and in other societies around the world.

Social studies should be viewed as the major subject matter area where social interaction skills are emphasized and utilized fully. Social studies develops the necessary individual leadership skills to enable students to cope with change, resolve conflict, appreciate diversity and participate responsibly in a representative democracy at local, state, national, and international levels.

## **PreK-6 Social Studies Standards and Benchmarks**

### **Pre-Kindergarten Standards and Benchmarks**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

- A. Recognize and name three feelings on the feeling wheel
- B. Recognize the American flag and recite the Pledge of Allegiance.
- C. Recognize and name three feelings on the feeling wheel.

### **Kindergarten Standards and Benchmarks**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights.
- B. Recognize the flag as a symbol of our country.
- C. Recognize, understand, and utilize the “Show Me 5” rules.

#### **Standard 2: Using Geographic Information to Understand People and Places**

##### **Benchmarks:**

- A. Understand that neighbors are families and people who live near us.
- D. Explore the use of geographic tools

#### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

##### **Benchmarks:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future.
- B. Explore customs related to cultures.

#### **Standard 4: Understand Resources, Limitations, and Choices**

##### **Benchmarks:**

- A. Distinguish the difference between needs (food, water, shelter, clothing and jobs) and wants.
- B. Distinguish the difference between farm and city settings.

### **First Grade Standards and Benchmarks**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights.
- B. Recognize the symbols of our state.
- C. Understand and explain three feelings in different situations.

#### **Standard 2: Using Geographic Information to Understand People and Places**

- A. Understand that neighbors are families and people who live near us.
- B. Explore the use of geographic tools.

#### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

- A. Explore history as a study of past events, people, places and their relationship to present and future.
- B. Explore customs related to cultures.

**Standard 4: Understand Resources, Limitations, and Choices**

- A. Distinguish the difference between needs (food, water, shelter, clothing and jobs) and wants.

**Second Grade Standards and Benchmarks**

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights.
- B. Recognize the symbols of our country.
- C. Recognize and respond to other's feelings.

**Standard 2: Using Geographic Information of Understand People and Places**

**Benchmark:**

- A. Explore the use of geographic tools.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future.
- B. Explore customs related to cultures.

**Standard 4: Understand Resources, Limitations, and Choices**

**Benchmark:**

- B. Explore how people produce and consume goods or services.

**Third Grade Standards and Benchmarks**

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Recognize political structure of national, state, and local government.
- B. Recognizes basic government symbols.

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- C. Explores and uses geographic tools.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present.
- B. Compare how people and cultures are interdependent in communities and regions.

**Standard 4: Understands Resources, Choices, and Limitations**

**Benchmarks:**

- A. Recognizes the economic role as producers and consumers of goods and services
- B. Recognize locations of major natural resources and the implications for life choices.

## **Fourth Grade Standards and Benchmarks**

### **Standard 1: Understand Civic Practices and Government Systems**

#### **Benchmarks:**

- A. Recognizes political structure of the United States government.
- B. Recognizes the rights and responsibilities of being a good citizen.

### **Standard 2: Using Geographic Information to Understand People and Places**

#### **Benchmarks:**

- A. Explore the location of important geographical places and events in the United States.
- B. Explores and uses geographical tools using a road map and understanding basic symbols used on a map.

### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

#### **Benchmarks:**

- D. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present.

### **Standard 4: Understands Resources, Choices, and Limitations**

#### **Benchmarks:**

- A. Recognizes renewable and non-renewable resources used from the past, in the present, and how they might be used in the future.
- B. Recognize locations of major natural resources and the implications for life choices.

## **Fifth Grade Standards and Benchmarks**

### **Standard 1: Understand Civic Practices and Government Systems**

#### **Benchmarks:**

- A. Knows the structure of the United States government.
- B. Develop a respect for and an appreciation of individual rights and human dignities in a Democratic society

### **Standard 2: Using Geographic Information to Understand People and Places**

#### **Benchmarks:**

- A. Knows basic map skills (scale, direction, symbols).
- B. Understands how U.S. geographic features affected human life.

### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

#### **Benchmarks:**

- A. Recognize the cause and effect of major historical events.
- B. Understand the cause and effect that human behavior of the past had on the future.

### **Standard 4: Understands Resources, Choices, and Limitations**

#### **Benchmarks:**

- A. Understands the interdependency of states people's needs and wants/
- B. Understands the dependency of people and nations (trade routes).

## **Sixth Grade Standards and Benchmarks**

### **Standard 1: Understand Civic practices and Government Systems**

#### **Benchmarks:**

- A. Understands the diversity of ancient government systems.
- B. Understands and respects the role the citizens of ancient cultures.

### **Standard 2: Using Geographic Information to Understand People and Places**

#### **Benchmarks:**

- A. Can interpret different types of maps (elevation, population, resource, climate).
- B. Identifies geographic locations and how it affects humans.

### **Standard 3: Understand the Past, Present and Future of Various Cultures**

#### **Benchmarks:**

- A. Recognizes the cause and effect of major historical events.
- B. Recognizes the results of movement of people.

### **Standard 4: Understands Resources, Choices and Limitations**

#### **Benchmarks:**

- A. Knows economic characteristics of various cultures.
- B. Understands past cultures' use of environment for survival.

**Social Studies – Scope and Sequence: Grades PreK – 2**  
**Major Understandings**

| <b>Houghton Mifflin WE THE PEOPLE</b>                                       | <b>GRADE LEVEL</b> | <b>PreK</b> | <b>K</b> | <b>1</b> | <b>2</b> |
|---|--------------------|-------------|----------|----------|----------|
| <b>CITIZENSHIP</b>  |                    |             |          |          |          |
| <b>Concepts</b>   |                    |             |          |          |          |
| Appreciate how laws/rules help people live together                         |                    |             | •        | •        | •        |
| Identify the rights and responsibilities of citizenship                     |                    |             | •        | •        | •        |
| Distinguish between a public and a private place                            |                    |             |          |          |          |
| Appreciate the role of compromise in resolving conflicts                    |                    |             | •        | •        | •        |
| Appreciate the benefits and costs of working alone and in a group           |                    |             |          |          | •        |
| Appreciate different ways to make a group decision                          |                    |             |          |          | •        |
| Identify characteristics of a democracy                                     |                    |             |          |          |          |
| Identify how leaders are elected in a democracy                             |                    |             |          | •        | •        |
| Appreciate the importance of open debate in a democracy                     |                    |             |          |          |          |
| Explain the importance of the right to hold differing opinions              |                    |             | •        | •        | •        |
| Identify human rights (such as justice or freedom)                          |                    |             |          | •        | •        |
| Recognize historical documents (such as The Declaration of Independence)    |                    |             | •        | •        | •        |
| Understand the significance of national holidays                            |                    |             | •        | •        | •        |
| Identify people who have made a difference                                  |                    |             | •        | •        | •        |
| Recognize how people commemorate others                                     |                    |             | •        | •        | •        |
| Understand the purpose of government  |                    |             |          |          | •        |
| Identify government services  |                    |             |          |          |          |
| Describe how taxes pay for government services                              |                    |             |          |          |          |
| Distinguish between local, state, and national governments                  |                    |             |          |          | •        |
| Identify the three branches of the national government                      |                    |             |          |          |          |
| Identify the responsibilities of different elected officials                |                    |             |          |          | •        |
| Recognize different forms of government                                     |                    |             |          |          |          |
| <b>Skills</b>   |                    |             |          |          |          |
| Identify ways individuals make a difference in a community                  |                    |             | •        | •        | •        |
| Examine alternatives in the decision-making process                         |                    | •           |          |          |          |
| Consider the advantages and disadvantages of a plan                         |                    | •           |          |          |          |
| Work in a group to complete a project                                       |                    | •           |          | •        | •        |
| Participate in an election  |                    |             |          | •        | •        |
| Identify sources of information on social issues                            |                    |             |          |          |          |
| Use strategies for conflict resolution                                      |                    | •           | •        | •        | •        |
| Identify strategies for encouraging participation                           |                    |             |          |          |          |
| Create and evaluate rules/laws  |                    | •           |          | •        | •        |
| <b>HISTORY</b>  |                    |             |          |          |          |
| <b>Concepts</b>   |                    |             |          |          |          |
| Appreciate the reasons for studying history                                 |                    |             |          |          | •        |
| Recognize ways we learn about the past                                      |                    |             | •        | •        | •        |
| Distinguish between past, present, and future time                          |                    |             | •        | •        | •        |
| Identify how buildings and other landmarks reflect a community's past       |                    |             | •        | •        | •        |
| Appreciate the influence history has on people today                        |                    |             | •        | •        | •        |
| Identify historic events and individuals                                    |                    |             | •        | •        | •        |
| Identify seasons and how they affect people                                 |                    |             |          |          |          |
| Describe how advances in technology change how people live                  |                    |             | •        | •        | •        |
| Identify how communities adapt as economics change                          |                    |             |          |          |          |
| Identify the effect transportation and population have on the environment   |                    |             |          |          |          |
| Describe how people adapt to meet the demands of their environment          |                    |             |          |          |          |
| Identify how jobs and public services change as communities change          |                    |             |          |          |          |
| Identify ways conflicts and collaborations have changed the way people live |                    |             |          |          |          |
| Identify attempts to reform social, political, or economic conditions       |                    |             |          |          |          |
| Appreciate conditions that lead to settlement of a place                    |                    |             |          |          | •        |
| Identify major ideas (democracy, free enterprise) that influence history    |                    |             |          |          |          |

**Scope and Sequence: Grades PreK – 2**  
**Major Understandings**

| <b>Houghton Mifflin WE THE PEOPLE</b>                                       | <b>GRADE LEVEL</b> | <b>PreK</b> | <b>K</b> | <b>1</b> | <b>2</b> |
|---|--------------------|-------------|----------|----------|----------|
| <b>Skills</b>   |                    |             |          |          |          |
| Use a timeline to place events in sequence                                  |                    |             |          |          | •        |
| Use graphic organizers to analyze cause-and-effect relationships            |                    |             |          |          |          |
| Use graphs and charts to understand patterns over time                      |                    |             |          |          |          |
| Appreciate different points of view of an historic event                    |                    |             |          |          |          |
| Identify visual clues to locate an event in time                            |                    |             | •        | •        | •        |
| Appreciate different ways (visual, literary, and musical) to record history |                    |             | •        | •        | •        |
| Measure and construct calendar time   |                    |             | •        | •        | •        |
| Distinguish between a primary and secondary source                          |                    |             |          |          |          |
| Differentiate between historical fact and interpretation                    |                    |             |          |          |          |
| Research and obtain historical data or information                          |                    |             |          |          | •        |
| Compare and contrast visuals of the same place over time                    |                    |             |          | •        | •        |
| Reconstruct patterns of historical succession and duration                  |                    |             |          |          |          |
| Identify and use various sources for reconstructing the past                |                    |             | •        | •        | •        |
| Collect and present information on a research project                       |                    |             |          |          |          |
| Ask good questions to gather information                                    |                    |             | •        | •        | •        |
| <b>GEOGRAPHY</b>  |                    |             |          |          |          |
| <b>Concepts</b>   |                    |             |          |          |          |
| Identify the physical characteristics of a place                            |                    | •           | •        | •        | •        |
| Identify ways the Earth's physical features change over time                |                    |             |          |          |          |
| Identify the human characteristics of a place                               |                    |             |          |          |          |
| Identify factors that locate the settlement of a site                       |                    |             |          |          | •        |
| Recognize how regions are used to study a place                             |                    |             |          |          |          |
| Appreciate how culture and experience shape perceptions of a place          |                    |             |          |          |          |
| Appreciate the influence geography has on historic events                   |                    |             |          |          | •        |
| Identify the physical processes that shape environments                     |                    |             |          |          |          |
| Identify characteristics of an ecosystem                                    |                    |             |          |          |          |
| Identify the costs and benefits of changing the environment                 |                    |             |          |          |          |
| Appreciate the significance of human migration patterns                     |                    |             |          |          |          |
| Appreciate cultural influences that shape environments                      |                    |             |          |          |          |
| Identify patterns and networks of economic interdependence                  |                    |             |          |          | •        |
| Appreciate the patterns and functions of human settlement                   |                    |             |          |          |          |
| Identify how people divide and control the Earth's surface                  |                    |             |          |          |          |
| Identify how human actions modify the environment                           |                    |             | •        | •        | •        |
| Appreciate how physical systems affect human systems                        |                    |             | •        | •        | •        |
| Understand how the significance and distribution of resources change        |                    |             |          |          |          |
| <b>Skills</b>   |                    |             |          |          |          |
| Identify varying landforms and geographic features                          |                    |             |          | •        | •        |
| Interpret and use various representations of the Earth                      |                    |             | •        | •        | •        |
| Locate school, community, state, nation, and continent on a map             |                    |             | •        | •        | •        |
| Use maps to process and report information                                  |                    |             |          | •        | •        |
| Use charts and graphs to collect and organize geographic information        |                    |             |          |          |          |
| Estimate distance and calculate scale to distinguish spatial patterns       |                    |             |          |          |          |
| Use mental maps to organize information                                     |                    |             | •        | •        | •        |
| Analyze the spatial organization of people, places, and environments        |                    |             |          |          |          |
| Consider alternative uses of resources and land                             |                    |             |          |          |          |
| Speculate about social and environment effects of environmental changes     |                    |             |          |          |          |
| Research and obtain geographic data or information                          |                    |             |          | •        | •        |
| Apply geography to interpret the past                                       |                    |             |          |          | •        |
| Apply geography to interpret the present                                    |                    |             |          |          | •        |
| Apply geography to plan the future  |                    |             |          |          |          |

**Scope and Sequence: Grades PreK – 2**  
**Major Understandings**

| <b>Houghton Mifflin WE THE PEOPLE</b>                               | <b>GRADE LEVEL</b> | <b>PreK</b> | <b>K</b> | <b>1</b> | <b>2</b> |
|---|--------------------|-------------|----------|----------|----------|
| Distinguish between needs and wants                                 |                    |             | •        | •        | •        |
| Recognize that people earn money to provide for needs and wants     |                    |             | •        | •        | •        |
| Appreciate the concept of scarcity and limited resources            |                    |             |          |          | •        |
| Identify goods and services   |                    |             |          | •        | •        |
| Identify the free enterprise system and its benefits                |                    |             |          |          |          |
| Identify various forms of exchange and money                        |                    |             |          |          |          |
| Identify past and present exchange systems                          |                    |             | •        | •        | •        |
| Identify that economic choices have economic costs                  |                    |             |          |          |          |
| Appreciate the relationship between price, supply, and demand       |                    |             |          |          |          |
| Appreciate the relationship between workers and consumers           |                    |             | •        | •        | •        |
| Identify how workers depend on one another                          |                    |             | •        | •        | •        |
| Identify specialization and division of labor in a community        |                    |             | •        | •        | •        |
| Appreciate economic interdependence                                 |                    |             |          |          | •        |
| Identify economic links and networks                                |                    |             |          |          | •        |
| Identify goods the U.S. produces and trades                         |                    |             |          |          | •        |
| Identify manufacturing centers in the U.S. and the world            |                    |             |          |          |          |
| Identify cash crops and their uses                                  |                    |             |          |          |          |
| Appreciate the many stages of food production                       |                    |             |          |          | •        |
| Identify kinds of work required to produce and distribute food      |                    |             |          |          | •        |
| Recognize various production processes (assembly lines)             |                    |             |          |          | •        |
| Identify reasons for industrial development                         |                    |             |          |          |          |
| Distinguish between human and natural resources                     |                    |             |          |          |          |
| Describe uses of natural resources                                  |                    |             |          |          |          |
| Identify ways resources are managed and mismanaged                  |                    |             |          |          |          |
| <b>Skills</b>   |                    |             |          |          |          |
| Use tables and charts to collect and display economic information   |                    |             |          |          |          |
| Read a process diagram  |                    |             |          |          | •        |
| Identify and classify natural and human resources in a community    |                    |             | •        | •        | •        |
| Explain the purposes of spending and saving money                   |                    |             |          |          |          |
| Compare and contrast economic activities between today and long ago |                    |             | •        | •        | •        |
| Use economic concepts to explain historic developments              |                    |             |          |          |          |
| Use economic reasoning to compare plans                             |                    |             |          |          |          |
| Demonstrate the concept of exchange                                 |                    |             |          |          |          |
| <b>CULTURE</b>  |                    |             |          |          |          |
| <b>Concepts</b>   |                    |             |          |          |          |
| Identify cultural groups in a community                             |                    |             | •        | •        | •        |
| Identify cultural institutions in a community                       |                    |             | •        | •        | •        |
| Identify how cultural institutions meet special needs               |                    |             | •        | •        | •        |
| Identify traditions and customs families practice                   |                    |             | •        | •        | •        |
| Identify how language, stories, music, and art express a culture    |                    |             | •        | •        | •        |
| Appreciate the significance of cultural centers in a culture        |                    |             |          |          |          |
| Appreciate the benefits of cultural unity                           |                    |             | •        | •        | •        |
| Appreciate the benefits of cultural diversity                       |                    |             | •        | •        | •        |
| Identify celebrations that honor people or events                   |                    |             | •        | •        | •        |
| Appreciate ways of passing on cultural traditions                   |                    |             | •        | •        | •        |
| Identify people who preserve and record traditions                  |                    |             | •        | •        | •        |
| Identify ways different cultures are brought together               |                    |             |          |          |          |
| Identify how cultures grow and change                               |                    |             |          |          |          |
| Identify ways different cultures address similar needs              |                    |             | •        | •        | •        |
| Identify ways different cultures share similar concerns             |                    |             | •        | •        | •        |

**Scope and Sequence: Grades PreK – 2**  
**Major Understandings**

| <b>Houghton Mifflin WE THE PEOPLE</b>                                  | <b>GRADE LEVEL</b> | <b>PreK</b> | <b>K</b> | <b>1</b> | <b>2</b> |
|--|--------------------|-------------|----------|----------|----------|
| Identify cultural regions in the world                                 |                    |             |          |          |          |
| Identify ways cultural borrowing helps communities grow                |                    |             |          |          | •        |
| Recognize how culture shapes one's personal identity                   |                    |             |          | •        | •        |
| Identify several groups to which students belong                       |                    |             |          | •        | •        |
| Recognize that culture affects one's values, beliefs, and attitudes    |                    |             |          |          | •        |
| Identify how cultural influences affect the environment                |                    |             |          |          |          |
| Identify how cultural influences affect historic events                |                    |             |          |          | •        |
| Identify cultural institutions that shape our national identity        |                    |             |          |          |          |
| Appreciate the significance of the phrase <i>e pluribus unum</i>       |                    |             |          |          |          |
| <b>Skills</b>  |                    |             |          |          |          |
| Describe customs and traditions that characterize a culture            |                    |             | •        | •        | •        |
| Demonstrate cultural diversity through a variety of activities         |                    |             | •        | •        | •        |
| Describe the cultural influences that shape an individual's identity   |                    |             | •        | •        | •        |
| Compare and contrast traditions and customs between cultures           |                    |             |          |          | •        |
| Record and present a tradition   |                    |             | •        | •        | •        |
| Identify and classify cultural holidays                                |                    |             | •        | •        | •        |
| Identify examples of customs and traditions in literature              |                    |             | •        | •        | •        |
| Identify and classify contributions made by different groups           |                    |             | •        | •        | •        |
| <b>INTERDISCIPLINARY SKILLS</b>  |                    |             |          |          |          |
| <b>Reading, Writing, and Communicating Skills</b>                      |                    |             |          |          |          |
| Recognize and use a wide range of vocabulary terms                     |                    |             | •        | •        | •        |
| Identify the main idea of a reading selection                          |                    |             | •        | •        | •        |
| Read and interpret various styles of written expression                |                    |             |          | •        | •        |
| Read and interpret various formats of written expression               |                    |             |          | •        | •        |
| Summarize various styles of written expression                         |                    |             |          |          | •        |
| Read and understand dialogue   |                    |             |          | •        | •        |
| Categorize and classify collected information                          |                    |             | •        | •        | •        |
| Recall facts and details to support generalizations                    |                    |             |          | •        | •        |
| Write directions to describe a process or route                        |                    |             |          | •        | •        |
| Write a persuasive paragraph to express a viewpoint                    |                    |             |          |          |          |
| Write an informative paragraph to describe an eyewitness account       |                    |             |          |          |          |
| Write a sensory/descriptive paragraph to record an observation         |                    |             |          |          |          |
| Conduct an interview to gather information                             |                    |             |          |          | •        |
| Develop an argument and express it in a debate                         |                    |             |          |          |          |
| Present information convincingly in spoken and written forms           |                    |             |          |          |          |
| Identify and use different parts of a textbook                         |                    |             |          |          |          |
| <b>Thinking Skills</b>   |                    |             |          |          |          |
| Predict probable outcomes  |                    |             | •        | •        | •        |
| Recognize consequences of decisions                                    |                    |             | •        | •        | •        |
| Compare and contrast   |                    |             | •        | •        | •        |
| Define and clarify issues and ideas                                    |                    |             |          |          | •        |
| Identify cause-and-effect relationships                                |                    |             | •        | •        | •        |
| Evaluate and judge information   |                    |             |          |          | •        |
| Solve problems and draw logical conclusions                            |                    |             | •        | •        | •        |
| Organize information from reference sources                            |                    |             |          |          | •        |
| <b>Visual Learning Skills</b>  |                    |             |          |          |          |
| Process information by observing images, objects, and the environment  |                    |             | •        | •        | •        |
| Use and create graphic organizers to process and relay information     |                    |             | •        | •        | •        |
| Interpret and respond to photographs and other illustrative material   |                    |             | •        | •        | •        |
| Understand and use symbols   |                    |             | •        | •        | •        |
| Gather and interpret information from a variety of diagrams and charts |                    |             | •        | •        | •        |
| Express meaning through different forms of representation              |                    |             | •        | •        | •        |

**Social Studies – Scope and Sequence: Grades 3-6**  
**Major Understandings**

| Grade Level   | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| <b>Geography</b>  |   |   |   |   |
| <b>Understanding</b>  | • | • | • | • |
| Relative and absolute (exact) location  | • | • | • | • |
| Factors influencing location  | • | • | • | • |
| <b>Understanding place</b>  | • | • | • | • |
| Physical features (landforms, bodies of water, vegetation)                          | • | • | • | • |
| Human or cultural features  | • | • | • | • |
| <b>Understanding human-environment interactions</b>                                 | • | • | • | • |
| Seasons and climate   | • | • | • | • |
| Land use and natural resources  | • | • | • | • |
| Conservation and pollution  | • | • | • | • |
| Population density  | • | • | • | • |
| <b>Understanding movement</b>   | • | • | • | • |
| People (immigration, colonization, settlement patterns)                             | • | • | • | • |
| Products (trade)  | • | • | • | • |
| Ideas (cultural borrowing and cultural diffusion)                                   | • | • | • | • |
| <b>Understanding regions</b>  | • | • | • | • |
| Physical regions  | • | • | • | • |
| Cultural regions  | • | • | • | • |
| Political regions   | • | • | • | • |
| Economic regions  | • | • | • | • |
| Functional regions  | • | • | • | • |
| Time zone   | • | • | • | • |
| <b>History</b>  |   |   |   |   |
| <b>Understanding time patterns and relationships among events</b>                   | • | • | • | • |
| Sequence of events (indefinite time order)  | • | • | • | • |
| Chronology (definite time order)  | • | • | • | • |
| Cause and effect  | • | • | • | • |
| <b>Identifying and using historical evidence</b>                                    | • | • | • | • |
| Types of evidence   | • | • | • | • |
| Quality of evidence   | • | • | • | • |
| <b>Understanding the importance of individuals and groups across time and place</b> | • | • | • | • |
| Leaders and achievers   | • | • | • | • |
| All people make a difference  | • | • | • | • |
| Founders and first persons  | • | • | • | • |
| Contributors to change  | • | • | • | • |
| <b>Understanding the importance of events across time and place</b>                 | • | • | • | • |
| Innovations and inventions  | • | • | • | • |
| Impacts and turning points  | • | • | • | • |
| Revolutions and transformations   | • | • | • | • |
| Debates and controversies   | • | • | • | • |
| <b>Understanding the times in which people lived</b>                                | • | • | • | • |
| Historical empathy  | • | • | • | • |
| <b>Understand origins, spread, and influence</b>                                    | • | • | • | • |
| Growth and expansion  | • | • | • | • |
| Development of ideas  | • | • | • | • |
| <b>Connecting past with present</b>   | • | • | • | • |
| <b>Civics and Government</b>  |   |   |   |   |
| <b>Understanding patriotic identity</b>   | • | • | • | • |

- A bullet indicates levels at which understandings are introduced, taught, applied, reinforced, or extended.

**Scope and Sequence: Grades 3-6**  
**Major Understandings**

| Grade Level  | 3 | 4 | 5 | 6 |
|--|---|---|---|---|
| Flags, symbols, anthems, mottoes, and pledges                                | • | • | • | • |
| Patriotic customs, celebrations, and traditions                              | • | • | • | • |
| <b>Understanding civic values</b>  | • | • | • | • |
| Recognizing and respecting authority figures                                 | • | • | • | • |
| Accepting and respecting others  | • | • | • | • |
| Working for the common good  | • | • | • | • |
| <b>Understanding democratic principles</b>                                   | • | • | • | • |
| Citizens as the source of government's authority                             | • | • | • | • |
| Due process and equal protection under the law                               | • | • | • | • |
| Majority rule and minority rights  | • | • | • | • |
| Government by law  | • | • | • | • |
| <b>Understanding rights and freedoms of citizens</b>                         | • | • | • | • |
| Voting rights, property rights, civil rights, human rights                   | • | • | • | • |
| Freedom of expression, worship, assemble, movement                           | • | • | • | • |
| <b>Understanding the responsibilities of citizens</b>                        | • | • | • | • |
| Voluntary responsibilities (voting, keeping informed)                        | • | • | • | • |
| Responsibilities under the law (obeying laws, paying taxes)                  | • | • | • | • |
| <b>Understanding purposes of government</b>                                  | • | • | • | • |
| Promoting order and security   | • | • | • | • |
| Promoting well-being and common good   | • | • | • | • |
| Providing for distribution of benefits and burdens of society                | • | • | • | • |
| Providing means of peaceful conflict resolution                              | • | • | • | • |
| Protecting rights and freedoms of individuals                                | • | • | • | • |
| <b>Understanding types of government (democracy, monarchy, dictatorship)</b> | • | • | • | • |
| Levels of government (local, state, national)                                | • | • | • | • |
| Branches of government (executive, legislative, judicial)                    | • | • | • | • |
| Government bodies (councils, boards, legislatures)                           | • | • | • | • |
| Government services and activities   | • | • | • | • |
| Government documents (Constitution, Bill of Rights, etc.)                    | • | • | • | • |
| Political parties  | • | • | • | • |
| <b>Understanding democratic processes</b>                                    | • | • | • | • |
| Making, amending, and removing rules and laws                                | • | • | • | • |
| Enforcing laws   | • | • | • | • |
| Voting and elections   | • | • | • | • |
| Becoming a citizen   | • | • | • | • |
| <b>Economics</b>   |   |   |   |   |
| <b>Understanding scarcity and economic choice</b>                            | • | • | • | • |
| Wants and basic needs  | • | • | • | • |
| Goods and services   | • | • | • | • |
| Production and consumption   | • | • | • | • |
| Trade-off and opportunity cost   | • | • | • | • |
| <b>BASIC STUDY SKILLS</b>  |   |   |   |   |
| <b>Maps and Globe Skills</b>   |   |   |   |   |
| <b>Understanding globes</b>  | • | • | • | • |
| North and South Poles  | • | • | • | • |
| Equator  | • | • | • | • |
| Hemispheres  | • | • | • | • |
| Prime Meridian   | • | • | • | • |
| Tropics of Cancer and Capricorn  | • | • | • | • |
| Arctic and Antarctic Circles   | • | • | • | • |
| <b>Understanding the purpose and use of maps</b>                             | • | • | • | • |

**Scope and Sequence: Grades 3-6**  
**Major Understandings**

| Grade Level  | 3 | 4 | 5 | 6 |
|--|---|---|---|---|
| Map title  | • | • | • | • |
| Map key (legend)   | • | • | • | • |
| Compass rose (direction indicator)                           | • | • | • | • |
| Map scale  | • | • | • | • |
| Grid system  | • | • | • | • |
| <b>Comparing maps with globes</b>                            | • | • | • | • |
| <b>Comparing maps with photographs</b>                       | • | • | • | • |
| <b>Understanding map symbols</b>                             | • | • | • | • |
| Land and water   | • | • | • | • |
| Colors, tints, and patterns                                  | • | • | • | • |
| Object and picture symbols                                   | • | • | • | • |
| Lines and borders  | • | • | • | • |
| Roads, routes, and arrows                                    | • | • | • | • |
| Location symbols   | • | • | • | • |
| Relief and elevation   | • | • | • | • |
| <b>Understanding directional terms and finding direction</b> |   | • | • | • |
| Cardinal directions  | • | • | • | • |
| Intermediate directions                                      | • | • | • | • |
| <b>Understanding and measuring distance</b>                  | • | • | • | • |
| Miles and kilometers   | • | • | • | • |
| Insets   | • | • | • | • |
| <b>Understanding and finding location</b>                    | • | • | • | • |
| Number and letter grids                                      | • | • | • | • |
| Lines of latitude and longitude (parallels and meridians)    |   | • | • | • |
| Measurements in degrees                                      |   | • | • | • |
| <b>Understanding map projections and distortions</b>         |   |   | • | • |
| <b>Understanding cartograms</b>                              |   |   |   |   |
| <b>Chart and Graph Skills</b>                                |   |   |   |   |
| <b>Understanding and using pictographs</b>                   | • | • | • | • |
| <b>Understanding and using charts and diagrams</b>           | • | • | • | • |
| Economic resources   | • | • | • | • |
| Spending and saving  | • | • | • | • |
| Conservation   | • | • | • | • |
| <b>Understanding interdependence and income</b>              | • | • | • | • |
| Transportation and communication links                       | • | • | • | • |
| Mediums of exchange (barter and use of money)                | • | • | • | • |
| Trade  | • | • | • | • |
| Imports and exports (international trade)                    | • | • | • | • |
| <b>Understanding markets and prices</b>                      | • | • | • | • |
| Supply and demand  | • | • | • | • |
| Competition  | • | • | • | • |
| <b>Understanding productivity and economic growth</b>        | • | • | • | • |
| Kinds of work (jobs)   | • | • | • | • |
| Division of labor and specialization                         | • | • | • | • |
| Production process   | • | • | • | • |
| Factors of production  | • | • | • | • |
| Effects of technology  | • | • | • | • |
| <b>Understanding economic systems and institutions</b>       | • | • | • | • |
| Public and private property                                  | • | • | • | • |
| Taxes  | • | • | • | • |
| Free enterprise and entrepreneurship                         | • | • | • | • |
| Command, traditional, and market systems                     |   |   |   | • |

**Scope and Sequence: Grades 3-6**  
**Major Understandings**

| Grade Level   | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| <b>Culture</b>  |   |   |   |   |
| <b>Understanding ideas of shared humanity and unique identity</b> | • | • | • | • |
| Culture and cultural identity                                     | • | • | • | • |
| Customs and traditions (one's own and others)                     | • | • | • | • |
| Cultural diversity and pluralism                                  | • | • | • | • |
| Multicultural societies   | • | • | • | • |
| <b>Understanding social organizations and institutions</b>        | • | • | • | • |
| Belonging to groups   | • | • | • | • |
| Family and community  | • | • | • | • |
| Social class structures   | • | • | • | • |
| Roles (gender, age, occupation)                                   | • | • | • | • |
| Religion and beliefs  | • | • | • | • |
| Education   | • | • | • | • |
| <b>Understanding means of thought and expression</b>              | • | • | • | • |
| Art, literature, music, dance, and architecture                   | • | • | • | • |
| Language and communication  | • | • | • | • |
| Recreation  | • | • | • | • |
| Food preparation  | • | • | • | • |
| <b>Understanding human relationships</b>                          | • | • | • | • |
| Between and among individuals                                     | • | • | • | • |
| Within a culture or society                                       | • | • | • | • |
| Between and among cultures or societies                           | • | • | • | • |
| <b>Philosophy and ethics</b>                                      | • | • | • | • |
| Ideas and standards of behavior                                   | • | • | • | • |
| Resolving ethical issues  | • | • | • | • |
| Effects of belief on behavior                                     | • | • | • | • |
| <b>Understanding and using bar graphs</b>                         | • | • | • | • |
| <b>Understanding and using calendars and time lines</b>           | • | • | • | • |
| <b>Understanding and using tables and schedules</b>               | • | • | • | • |
| <b>Understanding and using line graphs</b>                        |   | • | • |   |
| <b>Understanding and using circle (pie) graphs</b>                |   |   | • | • |
| <b>Understanding and using climographs</b>                        |   |   | • |   |
| <b>Reading and Research Skills</b>                                |   |   |   |   |
| <b>Understanding photographs and other picture illustrations</b>  | • | • | • | • |
| <b>Understanding artifacts and documents</b>                      | • | • | • | • |
| <b>Understanding fine art</b>                                     | • | • | • | • |
| <b>Understanding safety and information symbols</b>               | • | • | • | • |
| <b>Understanding political cartoons</b>                           |   |   | • |   |
| <b>Using context clues to understand vocabulary</b>               | • | • | • | • |
| <b>Grouping and categorizing words (semantic maps)</b>            | • | • | • | • |
| <b>Understanding multiple meanings of words</b>                   | • | • | • | • |
| <b>Identifying abbreviations and acronyms</b>                     | • | • | • | • |
| <b>Understanding facts and main ideas</b>                         | • | • | • | • |
| Identifying stated main ideas                                     | • | • | • | • |
| Generating unstated main ideas                                    | • | • | • | • |
| Recalling facts and details that support a generalization         | • | • | • | • |
| Using headings and pre-reading strategies to identify main ideas  | • | • | • | • |
| <b>Identifying and understanding various types of text</b>        | • | • | • | • |
| Informational and expository                                      | • | • | • | • |
| Narrative   | • | • | • | • |
| Fiction and historical fiction                                    | • | • | • | • |

**Scope and Sequence: Grades 3-6**  
**Major Understandings**

| Grade Level   | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Biography and autobiography   | • | • | • | • |
| Journal, diary, and log   | • | • | • | • |
| Essay   | • | • | • | • |
| Letter  | • | • | • | • |
| Speech  | • | • | • | • |
| Legend, myth, and folklore  | • | • | • | • |
| <b>Locating and gathering information</b>                                 | • | • | • | • |
| Almanac   | • | • | • | • |
| Atlas and gazetteer   | • | • | • | • |
| Dictionary and glossary   | • | • | • | • |
| Encyclopedia  | • | • | • | • |
| Current news sources (television, radio newspapers)                       | • | • | • | • |
| Library and community   | • | • | • | • |
| Electronic resources (databases, CD-ROMs, Internet)                       | • | • | • | • |
| <b>Writing and dictating</b>  | • | • | • | • |
| Expressing ideas in various ways (to inform, explain, persuade, describe) | • | • | • | • |
| <b>Speaking and listening</b>   | • | • | • | • |
| Expressing a point of view or opinion                                     | • | • | • | • |
| <b>Dramatizing and role-playing simulations</b>                           | • | • | • | • |
| <b>Making observations</b>  | • | • | • | • |
| <b>Asking questions</b>   | • | • | • | • |
| <b>Listening and ordering</b>   | • | • | • | • |
| <b>Construction and creating</b>  | • | • | • | • |
| <b>Displaying, charting, and drawing</b>                                  | • | • | • | • |
| <b>Distinguishing primary from secondary sources</b>                      |   | • | • | • |
| <b>Distinguishing fact from non-fact (fantasy, fiction, or opinion)</b>   | • | • | • | • |
| <b>BUILDING CITIZENSHIP</b>   |   |   |   |   |
| <i>Critical Thinking Skills</i>   |   |   |   |   |
| <b>Identifying cause-and-effect relationships</b>                         | • | • | • | • |
| <b>Following sequence and chronology</b>                                  | • | • | • | • |
| <b>Classifying and grouping information</b>                               | • | • | • | • |
| <b>Summarizing</b>  | • | • | • | • |
| <b>Synthesizing</b>   | • | • | • | • |
| <b>Making inferences and generalizations</b>                              | • | • | • | • |
| <b>Forming logical conclusions</b>  | • | • | • | • |
| <b>Understanding and evaluating point of view and perspective</b>         | • | • | • | • |
| <b>Evaluating and making judgments</b>                                    | • | • | • | • |
| Directing bias or stereotypes   |   |   | • | • |
| <b>Predicting likely outcomes</b>   | • | • | • | • |
| <b>Making thoughtful choices and decisions</b>                            | • | • | • | • |
| <b>Solving problems</b>   | • | • | • | • |
| <i>Participation Skills</i>   |   |   |   |   |
| <b>Working with others</b>  | • | • | • | • |
| <b>Resolving conflict</b>   | • | • | • | • |
| <b>Acting responsibly</b>   | • | • | • | • |
| Identifying the consequences of a person's behavior                       | • | • | • | • |
| <b>Making decisions and solving problems in a group setting</b>           | • | • | • | • |
| <b>Understanding patriotic and cultural symbols</b>                       | • | • | • | • |

## Social Studies Pre-Kindergarten Standards and Benchmarks/Assessments

**Standard 1:** Understand Civic Practices and Government Systems

**Benchmarks:**

A. Recognize and name three feelings on the feeling wheel

**Assessment:** Use feeling wheel to name three feelings.

B. Recognize the American flag and recite the Pledge of Allegiance.

**Assessment:** Identify the American Flag; Recite the Pledge of Allegiance.

C. Recognize and name three feelings on the feeling wheel.

**Assessment:** Use feeling wheel to name three feelings.

### Social Studies Benchmarks Checklist for Pre-Kindergarten

Student Name \_\_\_\_\_

Quarter 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

| Standards/<br>Benchmarks | Critical Objective                                    | Date of Skill |
|--------------------------|---|---------------|
| 1A                       | Able to identify three feelings on the feeling wheel. |               |
| 1B                       | Able to identify American flag                        |               |
| 1B                       | Able to recite the Pledge of Allegiance               |               |
| 1C                       | Able to identify three feeling on the feeling wheel   |               |

# Pre-Kindergarten

## Course Outline – Pre-Kindergarten

Class Name: Dinosaur School

### Unit 1

Introductions

Classroom Rules (inside voice, hands to self)

Classroom Rules (eyes on teacher, listening)

Consequences of Breaking Rules

### Unit 2

Listening Skills

Listening and Waiting Skills

Show Me Five

Following Directions

### Unit 3

Relaxation Secrets-Tense/Relax

Relaxation Secrets-Happy/Mad

Seeing Feelings Through Our Eyes-Excited/Happy Thoughts

Seeing Feelings Through Our Eyes-Sad/Safe or Cared For

Seeing Feelings Through Our Eyes-Lonely

Frustrated

Proud

Keep Trying

Hearing Feelings Through Words-Afraid

Relaxation Thermometer/Angry/Sad/Calm

Hurt Feelings

Feeling Lonely and Special

Feeling Happy

Giving Compliments

### Unit 4

Problem Solving Step One

Problem Solving Step Two and Three

Problem Solving Step Three (share)

Solution Generating (ask)

More Solutions (get teacher, ignore)

Consequences (Sad/Happy/Safe)

More Solutions

Review Using Stories

### Unit 5

Anger

Controlling Anger

Coping with Teasing and Being Left Out

Review

**Unit 6**

Helping at School

Helping at Home

Helping continued

Positive Play Skills

Sharing and Taking Turns

Sharing and Asking to Play

Teamwork

Teamwork at School

Recognizing Individual Differences

**Unit 7**

Introducing Oneself

Asking Questions-Asking to Play

Asking to Share

Telling an Idea and Making Suggestions

Saying Thank You

Listening

Learning to Accept "No thanks"

Talking About Problems

Review and Ending the Year

Graduation

**Subject Area:** Social Studies - Flag

**Length of Unit:** Ongoing - Year Long Unit

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

B. Recognize the American flag and recite the Pledge of Allegiance.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>      | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---------------------------------|---|---|
| 1B                               | N/A                      | Recognize the Flag              | Daily Observation/Circle Time   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1B                               | N/A                      | Recite the Pledge of Allegiance | Daily Observation of the<br>pledge/student recites pledge to<br>teacher/Circle Time | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                                  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 1                 | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG,<br>LS, CS, HGD                         |
| 1C                       | 2A                | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices looks/sounds like and be able to show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 2B                | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule looks like  | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 3                 | Consequences of breaking the Rules                   | Student will be able to explain the timeout procedure   | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|------------------------------|---|---|
| 1C                               | 4                        | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS/SPECIAL/MCGF/<br>GUID/TAG/LS/CS/HGD                                  |
| 1C                               | 5                        | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 6                        | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 9                        | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text       | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|-------------------------|--|--|---|
| 1C                       | 10A,<br>11C<br>13<br>16 | -Relaxation Secrets (Tense/Relax)<br>-Seeing Feelings through our eyes; Lonely<br>-Hearing feelings through words; Afraid<br>-Feeling lonely and special | -Show me tense, Show me relaxed<br>-Tell me a time you were lonely<br>-Tell me a time you were afraid<br>-Name a time you were lonely or special                             | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, MEDIA,<br>TECH, GS, CE |
| 1C                       | 10B<br>12A<br>14<br>17  | -Relaxation Secrets (Happy/Mad)<br>-Frustrated<br>-Relaxation Thermometer; Angry/Sad/Calm<br>-Feeling happy  | -Show me happy; Show me mad<br>-Tell me a time you were frustrated<br>-Put arrow next to feeling when asked by teacher<br>-What makes you feel happy                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11A<br>12B<br>15<br>18  | -Seeing feelings through our eyes; Excited/Happy thoughts<br>-Proud<br>-Hurt feelings<br>-Giving compliments   | -Tell me a time you were happy or excited<br>-Tell me a time you were proud<br>-Name a time our feelings were hurt<br>-Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11B<br>12C              | -Seeing feelings through our eyes; Sad/Safe or Cared for<br>-Keep trying   | Tell me a time you were sad or safe<br><br>Informal interview/observation  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies Dino School

**Length of Unit:** 14 weeks - Unit 4 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b> | <b>Assessments</b>                            | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|----------------------------|---|---|
| 1C                               | 19-20                    | Problem solving steps      | Be able to name steps to problem solve        | HOTS/SPECIAL/MCGF/<br>GUID/TAG/LS/CS/HGD                                  |
| 1C                               | 23                       | Apologies                  | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|-------------------------------------|---|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS/SPECIAL/MCGF/<br>GUID/TAG/LS/CS/HGD                                  |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks: Unit 7: School Year 2006-2007

**Instructor:** Pre-Kindergarten

**Standard 1: Understand civic practices and government systems.**  
**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                          | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---|---|---|
| 1C                               | 54<br>60-61              | How to introduce yourself<br>Learning to say "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                               | 55-56<br>62-63           | Asking questions and asking to share<br>Review and ending the year        | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 58                       | Saying "Thank You"  | Same as above                               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 59<br>64                 | Listening<br>GRADUATION   | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                                  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 1                 | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 2A                | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices<br>looks/sounds like and be able to<br>show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 2B                | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule<br>looks like   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 3                 | Consequences of breaking the Rules                   | Student will be able to explain<br>the timeout procedure  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.  
**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>  | <b>Infusions/ Provisions</b>                                     |
|----------------------------------|--------------------------|------------------------------|---|--|
| 1C                               | 4                        | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                               | 5                        | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 6                        | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 9                        | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|--|---|---|
| 1C                               | 10A<br>16                | Relaxation Secrets (Tense/Relax)<br>Feeling lonely and special                 | Show me tense; Show me relaxed<br>Name a time when you were lonely or special                     | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, GS, CE                 |
| 1C                               | 10B<br>17                | Relaxation Secrets (Happy/Mad)<br>Feeling happy                                | Show me happy; Show me mad<br>What makes you feel happy   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 11A<br>18                | Seeing feelings through our eyes; Excited/Happy thoughts<br>Giving compliments | Tell me a time you were happy or excited<br>Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 11B                      | Seeing feelings through our eyes; Sad/Safe or Cared for                        | Tell me a time you were sad or safe   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 4 - Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b> | <b>Assessments</b>                            | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|----------------------------|---|---|
| 1C                               | 19-20                    | Problem solving steps      | Be able to name steps to problem solve        | HOTS, SPECIAL,<br>MCGF, GUID, TAG,<br>LS, CS, HGD                         |
| 1C                               | 23                       | Apologies                  | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 – Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions   |
|--------------------------|-------------------|--|-------------------------------------|--|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 – Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
 C Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 7 - Year 2

**Instructor:** Pre-Kindergarten

**Standard 1:** **Understand civic practices and government systems.**

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives  | Assessments                                 | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 54<br>60-61       | How to introduce yourself<br>Learning to accept "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 55-56<br>62-63    | Asking questions and asking to share<br>Review and ending the year           | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 58                | Saying "Thank You"   | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 59<br>64          | Listening<br>GRADUATION  | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Kindergarten

## **Social Studies**

### **Kindergarten Standards and Benchmarks/Assessments**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

A. Understand the need for rules and explore that each of us has rights.

**Assessment:** Drawing of student and friend, drawing of a classroom rule.

B. Recognize the flag as a symbol of our country.

**Assessment:** Draw/create American Flag

C. Understand how to resolve a conflict.

**Assessment:** Drawing/Explanation/Utilize the "Show Me 5" rules.

#### **Standard 2: Using Geographic Information to Understand People and Places**

##### **Benchmarks:**

A. Understand that people in the neighborhood have different jobs.

**Assessment:** Drawing of their neighbor doing a job.

B. Explore the use of geographic tools

**Assessment:** Drawings of items using locations words (beside, over, on, etc.)

#### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

##### **Benchmarks:**

A. Explore history as a study of past events, people, places, and their relationship to present and future.

**Assessment:** Drawing of historical person and/or event.

B. Explore customs related to cultures.

**Assessment:** Drawings of different types of shelter they have seen.

#### **Standard 4: Understand Resources, Limitations, and Choices**

##### **Benchmarks:**

A. Distinguish the difference between needs (food, water, shelter, clothing and jobs) and wants.

**Assessment:** Drawing/explanation of needs and wants.

B. Distinguish the difference between farm and city settings.

**Assessment:** Drawings or stories of a farm and/or city.

## Social Studies Benchmarks Checklist for Kindergarten

Student Name \_\_\_\_\_

Quarter 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

**Standards/  
Benchmarks**

**Critical Objective**

**Date of Skill**

|    |  |       |
|----|--|-------|
| 1A | Able to tell/draw what a friend is to them         | _____ |
| 1A | Able to tell/draw a school rule                    | _____ |
| 1B | Able to identify the American flag                 | _____ |
| 1B | Able to recite the Pledge of Allegiance            | _____ |
| 1C | Able to explain the "Show Me 5" rules              | _____ |
| 2A | Able to draw a neighbor doing a job                | _____ |
| 2B | Able to show location (beside, on, over, etc.)     | _____ |
| 3A | Able to draw or tell about Abraham Lincoln         | _____ |
| 3A | Able to distinguish between past and present       | _____ |
| 3B | Able to draw or tell about different shelters      | _____ |
| 4A | Able to list a need and a want                     | _____ |
| 4A | Able to draw or tell about farms and cities        | _____ |
| 4B | Able to distinguish between farm and city settings | _____ |

## Course Outline – Kindergarten

### **Unit 1: Families and Friends**

- Core lesson 1: We learn from our families
- Core lesson 2: We learn at school
- Core lesson 3: Friends at school
- Core lesson 4: Leaders at home and school
- Core lesson 5: Rules for home and school

### **Unit 2: A Big Wide World**

- Core lesson 1: Where is it?
- Core lesson 2: Our World's Land
- Core lesson 3: Our World's Water
- Core lesson 4: Seasons bring change
- Core lesson 5: Community Homes
- Core lesson 6: People have needs and wants
- Core lesson 7: People at work
- Core lesson 8: Saving

### **Unit 3: Long Ago and Today**

- Core lesson 1: All about time
- Core lesson 2: Family history
- Core lesson 3: Meeting needs
- Core lesson 4: Communication
- Core lesson 5: Transportation

### **Unit 4: Our Country, it's a Great Place**

- Core lesson 1: The Flag and the Bald Eagle
- Core lesson 2: Other symbols for our country
- Core lesson 3: Our country's people
- Core lesson 4: Heroes long ago
- Core lesson 5: Our leaders

### **Holiday book lessons**

- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Festivals of Lights
- Martin Luther King, Jr. Day
- Presidents' Day
- Earth Day
- Memorial Day
- Flag Day
- Independence Day

**Dino School**

September – Wally and Dina teach about school rules

Dina teaches about doing your best at school

Sept/Oct – Wally teaches about understanding and detecting feelings

Nov/Dec – Wally teaches how to problem solve

January – Tiny turtle teaches anger management

Wally reviews anger management and problem solving

Feb/March – Molly teaches how to be friendly

April/May – Molly explains how to talk with friends

**Subject Area:** Social Studies - Unit 1- Families and Friends

**Length of Unit:** 2 weeks

**Instructor:** Kindergarten

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights.
- B. Recognize the flag as a symbol of our country.

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- B. Explore the use of geographic tools.

| <b>Benchmarks</b> | <b>Section from Text</b>                        | <b>Critical Objectives</b>   | <b>Assessments</b>                                      | <b>Infusions/<br/>Provisions</b>                      |
|-------------------|---|--|---|---|
| 1A                | We learn from our families<br>Core lesson 1     | Identify roles of adults and children in a family.                     | Teacher observation/ pg. assigned                       | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL     |
| 1B                | We learn at school<br>Core lesson 2             | Recite the pledge of allegiance to the American flag.                  | Teacher observation/ checklist/ portfolio /pg. assigned | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL     |
| 1A                | Friends at school<br>Core lesson 3              | Identify ways that people are alike and different.                     | Teacher observation/ pg. assigned                       | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL, CE |
| 1A                | Leaders at home and school<br>Core lesson 4     | Identify what leaders do at home and school                            | Teacher observation/ pg. assigned                       | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL, CE |
| 1A                | Rules for homes and for school<br>Core lesson 5 | Identify rules at home and at school.<br>Explain why people need rules | Teacher observation/ pg. assigned/ checklist/ portfolio | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL, CE |
| 2B                | Skillbuilder<br>Use location words              | Use spatial words.   | Teacher observation/ pg. assigned/ checklist/ portfolio | CS, MCGF, GUID, HOTS, LS, HGD, T&G, RISK, SPECIAL     |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 2 - A Big Wide World

**Length of Unit:** 2 weeks

**Instructor:** Kindergarten

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- A. Understands that people in the neighborhood have different jobs.
- B. Explore the use of geographic tools.

**Standard 3: Understand the past, present, and future of various cultures.**

**Benchmark:**

- B. Explore customs related to cultures.

**Standard 4: Understands resources, limitations, and choices.**

**Benchmarks:**

- A. Distinguish between needs and wants.
- B. Distinguish the difference between farm and city.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>           | <b>Critical Objectives</b>  | <b>Assessments</b>                                      | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|------------------------------------|---|---|---|
| 2B                               | Where is it?<br>Core lesson 1      | Demonstrate proper use of the spatial words near, far, here, there, above, below. | Teacher observation/ assign pg./<br>checklist/portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 2B                               | Our World's Land<br>Core lesson 2  | Compare land forms.   | Teacher observation/ assign pg/                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 2B                               | Our World's Water<br>Core lesson 3 | Identify bodies of water.   | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                     | <b>Critical Objectives</b>  | <b>Assessments</b>                                    | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|---|---|---|
| 4B                               | Seasons bring change<br>Core lesson 4        | Describe seasonal work on a farm.                                   | Teacher observation/ assign pg.                       | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 3B                               | Community homes<br>Core lesson 5             | Compare the shelters of families from different parts of the world. | Drawings of different types of shelter.               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 4A                               | People have needs and wants<br>Core lesson 6 | Identify the differences between needs and wants.                   | Teacher observation/ Assign pg./ checklist/ portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 2A                               | People at work<br>Core lesson 7              | Name and describe jobs in the neighborhood.                         | Teacher observation/ Assign pg./ checklist/ portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 4A                               | Saving<br>Core lesson 8                      | People save money for their needs and wants.                        | Teacher observation/ Assign pg./ checklist/ portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 2B                               | Skillbuilder<br>Recognize a view from above  | Recognize picture symbols on a map.                                 | Teacher observation/ assign pg.                       | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |
| 2B                               | Skillbuilder<br>Compare maps and globes      | Recognize a globe as a model of the earth.                          | Teacher observation/ assign pg.                       | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, CS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L.S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies Unit 3 Long Ago and Today

**Length of Unit:** 2 weeks

**Instructor:** Kindergarten

**Standard 3: Understand the past, present, and future of various cultures.**

**Benchmark:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future.

**Standard 4: Understands resources, limitations and choices.**

**Benchmark:**

- A. Distinguish the difference between needs and wants.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>        | <b>Critical Objectives</b>                                     | <b>Assessments</b>                                      | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|---------------------------------|--|---|---|
| 3A                               | All About time<br>Core lesson 1 | Give an example of how people and events change.               | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A                               | Family history<br>Core lesson 2 | Define history as a story about the past.                      | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 4A                               | Meeting needs<br>Core lesson 3  | Explain how people living long ago and today meet basic needs. | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A                               | Communication<br>Core lesson 4  | Identify modes of communication from long ago and today.       | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A                               | Transportation<br>Core lesson 5 | Identify modes of transportation from long ago and today.      | Teacher observation/ assign pg./<br>checklist/portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 4 - Our country, It's a Great Place

**Length of Unit:** 2 weeks

**Instructor:** Kindergarten

**Standards 1: Understand civic practices and government systems.**

**Benchmarks:**

- A. Understand the need for rules and explore that each of use has rights.
- B. Recognize symbols of our country

**Standard 3: Understand the past, present, and future of various cultures.**

**Benchmark:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future.

| Standards/<br>Benchmarks | Section from Text                                 | Critical Objectives                              | Assessments   | Infusions/<br>Provisions  |
|--------------------------|---|--|---|---|
| 1B                       | The flag and the bald eagle<br>Core lesson 1      | Recognize the flag and bald eagle as symbols.    | Teacher observation/ assign pg./<br>checklist/portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1B                       | Other symbols for our<br>country<br>Core lesson 2 | Explain importance of American symbols.          | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3B                       | Our countries people<br>Core lesson 3             | People in the U.S. come from all over the world. | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A                       | Heroes long ago<br>Core lesson 4                  | Retell a story of an American hero.              | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1A                       | Our Leaders<br>Core lesson 5                      | Voting is a responsibility of citizenship.       | Teacher observation/ assign pg.                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies – Holiday Lessons

**Length of Unit:** 2 weeks

**Instructor:** Kindergarten

**Standard 3: Understand the past, present, and the future of various cultures.**

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future
- B. Explore customs related to cultures.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>  | <b>Critical Objectives</b>            | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|---|---------------------------------------|---------------------|--|
| 3A, B                            | Holiday Lessons:<br>Labor Day<br>Columbus Day<br>Veterans Day<br>Thanksgiving Day<br>Festivals of Light<br>Martin Luther King Jr. Day<br>Presidents' Day<br>Earth Day<br>Memorial Day<br>Flag Day<br>Independence Day | Tell why people celebrate these days. | Assigned activities | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                                  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 1                 | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG,<br>LS, CS, HGD                         |
| 1C                       | 2A                | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices looks/sounds like and be able to show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 2B                | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule looks like  | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 3                 | Consequences of breaking the Rules                   | Student will be able to explain the timeout procedure   | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives          | Assessments   | Infusions/<br>Provisions   |
|--------------------------|-------------------|------------------------------|---|--|
| 1C                       | 4                 | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 5                 | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 6                 | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 9                 | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text       | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|-------------------------|--|--|---|
| 1C                       | 10A,<br>11C<br>13<br>16 | -Relaxation Secrets (Tense/Relax)<br>-Seeing Feelings through our eyes; Lonely<br>-Hearing feelings through words; Afraid<br>-Feeling lonely and special | -Show me tense, Show me relaxed<br>-Tell me a time you were lonely<br>-Tell me a time you were afraid<br>-Name a time you were lonely or special                             | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, MEDIA,<br>TECH, GS, CE |
| 1C                       | 10B<br>12A<br>14<br>17  | -Relaxation Secrets (Happy/Mad)<br>-Frustrated<br>-Relaxation Thermometer; Angry/Sad/Calm<br>-Feeling happy  | -Show me happy; Show me mad<br>-Tell me a time you were frustrated<br>-Put arrow next to feeling when asked by teacher<br>-What makes you feel happy                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11A<br>12B<br>15<br>18  | -Seeing feelings through our eyes; Excited/Happy thoughts<br>-Proud<br>-Hurt feelings<br>-Giving compliments   | -Tell me a time you were happy or excited<br>-Tell me a time you were proud<br>-Name a time our feelings were hurt<br>-Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11B<br>12C              | -Seeing feelings through our eyes; Sad/Safe or Cared for<br>-Keep trying   | Tell me a time you were sad or safe<br>Informal interview/observation  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 4 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b> | <b>Assessments</b>                            | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|----------------------------|---|---|
| IC                               | 19-20                    | Problem solving steps      | Be able to name steps to problem solve        | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| IC                               | 23                       | Apologies                  | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1: Understand civic practices and government systems.**

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|-------------------------------------|---|
| IC                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| IC                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 33                | Review                                 |                                     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks: Unit 7: School Year 2006-2007

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                          | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---|---|---|
| 1C                               | 54<br>60-61              | How to introduce yourself<br>Learning to say "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                               | 55-56<br>62-63           | Asking questions and asking to share<br>Review and ending the year        | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 58                       | Saying "Thank You"  | Same as above                               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 59<br>64                 | Listening<br>GRADUATION   | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - Year 2

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>                           | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|--|---|---|
| 1C                               | 1                        | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                               | 2A                       | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices<br>looks/sounds like and be able to<br>show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 2B                       | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule<br>looks like   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 3                        | Consequences of breaking the Rules                   | Student will be able to explain<br>the timeout procedure  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - Year 2

**Instructor:** Kindergarten

**Standard 1: Understand civic practices and government systems.**  
**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives          | Assessments   | Infusions/<br>Provisions   |
|--------------------------|-------------------|------------------------------|---|--|
| 1C                       | 4                 | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 5                 | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 6                 | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 9                 | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - Year 2

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|--|---|---|
| IC                               | 10A<br>16                | Relaxation Secrets (Tense/Relax)<br>Feeling lonely and special                 | Show me tense; Show me relaxed<br>Name a time when you were lonely or special                     | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, GS, CE                 |
| IC                               | 10B<br>17                | Relaxation Secrets (Happy/Mad)<br>Feeling happy                                | Show me happy; Show me mad<br>What makes you feel happy   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                               | 11A<br>18                | Seeing feelings through our eyes; Excited/Happy thoughts<br>Giving compliments | Tell me a time you were happy or excited<br>Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                               | 11B                      | Seeing feelings through our eyes; Sad/Safe or Cared for                        | Tell me a time you were sad or safe   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Length of Unit:** 14 weeks - Unit 4 - Year 2

**Subject Area:** Social Studies - Dino School

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives   | Assessments                                   | Infusions/<br>Provisions   |
|--------------------------|-------------------|-----------------------|---|--|
| 1C                       | 19-20             | Problem solving steps | Be able to name steps to problem solve        | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 23                | Apologies             | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - Year 2

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions   |
|--------------------------|-------------------|--|-------------------------------------|--|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - Year 2

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 7 - Year 2

**Instructor:** Kindergarten

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives  | Assessments                                 | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 54<br>60-61       | How to introduce yourself<br>Learning to accept "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 55-56<br>62-63    | Asking questions and asking to share<br>Review and ending the year           | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 58                | Saying "Thank You"   | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 59<br>64          | Listening<br>GRADUATION  | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# First Grade

**Social Studies**  
**First Grade Standards and Benchmarks/Assessments**

**Standard 1:** Understand Civic Practices and Government Systems

**Benchmarks:**

A. Understand the need for rules and explore that each of us has rights.

**Assessment:** Collage of pictures showing good citizenship.

B. Recognize the symbols of our state.

**Assessment:** Creation of Iowa booklet.

C. Understand how to resolve a conflict.

**Assessment:** Written/verbal explanation of how child feels and why in different situations.

**Standard 2:** Using Geographic Information to Understand People and Places

A. Understand that neighbors are families and people who live near us.

**Assessment:** Drawing/explanation of a school and/or neighborhood (community) worker.

B. Explore the use of geographic tools.

**Assessment:** Skillbuilder assignments on pages 10PB, 19UR and 31UR

**Standard 3:** Understand the Past, Present, and Future of Various Cultures

A. Explore history as a study of past events, people, places and their relationship to present and future.

**Assessment:** Written story of historical events and/or person.

B. Explore customs related to cultures.

**Assessment:** Photographs of students participating in cultural event or holiday celebrations  
book depicting different cultures and celebrations.

**Standard 4:** Understand Resources, Limitations, and Choices

A. Distinguish the difference between needs (food, water, shelter, clothing and jobs) and wants.

**Assessment:** Drawing/collage of pictures of needs (food, water, shelter, clothing, and jobs).

## Social Studies Benchmarks Checklist for First Grade

Student Name \_\_\_\_\_

Quarter 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

| Standards/<br>Benchmarks | Critical Objective                                       | Date of Skill |
|--------------------------|--|---------------|
| 1A                       | Able to describe a good citizen                          | _____         |
| 1A                       | Able to list and describe a school rule                  | _____         |
| 1B                       | Able to tell about our state symbols                     | _____         |
| 1B                       | Able to tell about George Washington                     | _____         |
| 1C                       | Able to draw or explain feelings in different situations | _____         |
| 2A                       | Able to describe characteristics of a neighbor           | _____         |
| 2A                       | Able to draw or describe a job of school workers         | _____         |
| 2B                       | Able to identify land form and water on a map/globe      | _____         |
| 3A                       | Able to tell about past events                           | _____         |
| 3B                       | Able to describe various cultural holidays               | _____         |
| 4A                       | Able to recognize needs from earth                       | _____         |

## **COURSE OUTLINE: First Grade**

### **Unit 1: People Everywhere**

- Core Lesson 1: Family
- Core Lesson 2: In Your Classroom
- Core Lesson 3: Leaders and Rules
- Core Lesson 4: A Community
- Core Lesson 5: Moving to New Homes

### **Unit 2: Where We Live**

- Core Lesson 1: Our Earth
- Core Lesson 2: Our Land, Our Water
- Core Lesson 3: Natural Resources
- Core Lesson 4: Weather and Seasons
- Core Lesson 5: City, Suburb, Town
- Core Lesson 6: Our Country
- Core Lesson 7: Our Country's Neighbors

### **Unit 3: World of Work**

- Core Lesson 1: Needs and Wants
- Core Lesson 2: Goods and Services
- Core Lesson 3: Buy, Trade, and Save
- Core Lesson 4: All Kinds of Jobs
- Core Lesson 5: Getting Food to Market

### **Unit 4: Everything Changes**

- Core Lesson 1: Learning About the Past
- Core Lesson 2: The First Americans
- Core Lesson 3: Family Life Past and Present
- Core Lesson 4: Going to School Long Ago
- Core Lesson 5: Moving People and Things
- Core Lesson 6: Sharing News and Ideas

### **Unit 5: Good Citizens**

- Core Lesson 1: People Need Laws
- Core Lesson 2: Government and Leaders
- Core Lesson 3: Citizens
- Core Lesson 4: Heroes in Our Country
- Core Lesson 5: Symbols of Our Country

### **Holiday Lessons**

- |                             |                             |
|-----------------------------|-----------------------------|
| Columbus Day                | President's Day             |
| Veterans Day                | Flag Day                    |
| Thanksgiving                | Independence Day            |
| Martin Luther King, Jr. Day | Martin Luther King, Jr. Day |

## **Dino School**

Fall: Wally and Dino teach about school rules  
Dino teaches about doing your best at school  
Molly explains how to talk with friends

Winter: Wally teaches about understanding and detecting feelings  
Wally teaches how to problem solve  
Tiny Turtle teaches anger management

Spring: Tiny Turtle teaches anger management  
Molly teaches how to be friendly  
Wally, Molly, and Dina review

**Subject Area:** Social Studies -Unit 1 - People Everywhere

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights.

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- A. Understands that neighbors are families and people who live near us.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>           | <b>Critical Objectives</b>  | <b>Assessments</b>                | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|------------------------------------|---|-----------------------------------|---|
| 1A                               | Leaders and Rules<br>Core Lesson 3 | Explain why and how people make rules. Explain why it is important to follow rules. | Teacher observation/assigned page | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS,<br>CS,GS,HGD, CE |
| 2A                               | A Community<br>Core Lesson 4       | Give an example of the people you depend on in your community.                      | Teacher observation/assigned page | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS,<br>CS,GS,HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 2 - Where We Live

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- A. Understand that neighbors are families and people who live near us.
- B. Explore the use of geographic tools.

**Standard 4: Understand resources, limitations, and choices.**

**Benchmarks:**

- A. Distinguish the difference between needs and wants.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>            | <b>Critical Objectives</b>   | <b>Assessments</b>                | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|-------------------------------------|--|-----------------------------------|---|
| 4A                               | Natural Resources<br>Core Lesson 3  | Give examples of natural resources that people use in daily life.    | Page assigned                     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2A                               | City, Suburb, Town<br>Core Lesson 5 | Compare and contrast the way people live in a city, suburb, or town. | Teacher observation/page assigned | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2B                               | Skillbuilder map and globe skills   | Compare globes and maps and know they represent Earth                | Teacher observation/page assigned | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 3 - World of Work

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- A. Understand that neighbors are families and people who live near us.
- B. Explore the use of geographic tools.

**Standard 4: Understand resources, limitations, and choices.**

**Benchmarks:**

- A. Distinguish the difference between needs and wants.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>            | <b>Critical Objectives</b>                                 | <b>Assessments</b> | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|-------------------------------------|--|--------------------|---|
| 4A                               | Needs and Wants<br>Core Lesson 1    | Identify some needs and wants of most families.            | Portfolio          | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2A                               | Goods and Services<br>Core Lesson 2 | Identify services at school and in the community.          | Portfolio          | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2B                               | Skillbuilder map and<br>globe skill | Use a compass rose to give and follow directions on a map. | Page assigned      | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 3 - World of Work

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 2: Using geographic information to understand people and places.**

**Benchmarks:**

- A. Understand that neighbors are families and people who live near us.
- B. Explore the use of geographic tools.

**Standard 4: Understand resources, limitations, and choices.**

**Benchmarks:**

- A. Distinguish the difference between needs and wants.

| Standards/<br>Benchmarks | Section from Text                   | Critical Objectives  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------------------------|--|---------------|---|
| 4A                       | Needs and Wants<br>Core Lesson 1    | Identify some needs and wants of most families.            | Portfolio     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2A                       | Goods and Services<br>Core Lesson 2 | Identify services at school and in the community.          | Portfolio     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 2B                       | Skillbuilder map and<br>globe skill | Use a compass rose to give and follow directions on a map. | Page assigned | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 4 - Everything Changes

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

C: Understand how to resolve a conflict.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and the relationship to present and future.
- B. Explore customs related to cultures.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                      | <b>Critical Objectives</b>   | <b>Assessments</b> | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|---|--|--------------------|---|
| 3A                               | Learning About the Past<br>Core Lesson 1      | Tell how we learn about the past.  | Portfolio          | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3B                               | The First Americans<br>Core Lesson 2          | Tell about American Indian traditions that are still practiced today.    | Page assigned      | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A<br>3B                         | Family Life Past and Present<br>Core Lesson 3 | Compare lives of pilgrim and American Indian families to families today. | Page assigned      | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | Skillbuilder: Solve a Conflict                | Follow problem solving steps to solve a problem.                         | Page assigned      | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

| Standards/<br>Benchmarks | Section from Text                         | Critical Objectives   | Assessments                       | Infusions/<br>Provisions   |
|--------------------------|---|---|-----------------------------------|--|
| 3A                       | Going to School Long Ago<br>Core Lesson 4 | Compare your school to one from long ago.                           | Teacher observation/page assigned | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 3A                       | Moving People and Things<br>Core Lesson 5 | Compare transportation methods from long ago to those we use today. | Page assigned                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies -Holiday Lessons

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 3:** Understand the Past, Present, and Future of Various Cultures

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and the relationship to present and future
- B. Explore customs related to cultures

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>   | <b>Critical Objectives</b>            | <b>Assessments</b>             | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|---------------------------------------|--------------------------------|---|
| 3A<br>3B                         | Holiday Lessons:<br>Columbus Day<br>Veterans Day<br>Thanksgiving<br>Martin Luther King,<br>Jr. Day<br>Presidents Day<br>Memorial Day<br>Flag Day<br>Independence Day | Tell why people celebrate these days. | Assigned activities/ Portfolio | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Unit 5 - Good Citizens

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 1: Understand How to Resolve a Conflict**

**Benchmarks:**

- A. Understand how to resolve a conflict.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and the relationship to present and future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                   | <b>Critical Objectives</b>  | <b>Assessments</b>      | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|---|-------------------------|---|
| 1A                               | People Need Laws<br>Core Lesson 1          | Explain why communities need laws.                                  | Portfolio/page assigned | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 3A                               | Government and<br>Leaders<br>Core Lesson 2 | Recognize some government leaders throughout history.               | Portfolio               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1A                               | Citizens<br>Core Lesson 3                  | Name a right a citizen has and name 2 responsibilities of citizens. | Checklist/portfolio     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1A                               | Skillbuilder:<br>Reading/Thinking Skill    | Write about a rule and why it is important.                         | Portfolio               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies -Iowa State Symbols

**Length of Unit:** 2 weeks

**Instructor:** First Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

B: Recognize symbols of our state.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>  | <b>Critical Objectives</b>                 | <b>Assessments</b>               | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|---------------------------|--|----------------------------------|--|
| 1B                               | Teacher Created materials | Explain and recognize the symbols of Iowa. | Creation of Iowa Symbols booklet | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                                  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 1                 | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG,<br>LS, CS, HGD                         |
| 1C                       | 2A                | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices looks/sounds like and be able to show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 2B                | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule looks like  | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 3                 | Consequences of breaking the Rules                   | Student will be able to explain the timeout procedure   | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives          | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|------------------------------|---|---|
| 1C                       | 4                 | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS/SPECIAL/MCGF/<br>GUID/TAG/LS/CS/HGD                                  |
| 1C                       | 5                 | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 6                 | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 9                 | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text       | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|-------------------------|--|--|---|
| 1C                       | 10A,<br>11C<br>13<br>16 | -Relaxation Secrets (Tense/Relax)<br>-Seeing Feelings through our eyes; Lonely<br>-Hearing feelings through words; Afraid<br>-Feeling lonely and special | -Show me tense, Show me relaxed<br>-Tell me a time you were lonely<br>-Tell me a time you were afraid<br>-Name a time you were lonely or special                             | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, MEDIA,<br>TECH, GS, CE |
| 1C                       | 10B<br>12A<br>14<br>17  | -Relaxation Secrets (Happy/Mad)<br>-Frustrated<br>-Relaxation Thermometer; Angry/Sad/Calm<br>-Feeling happy  | -Show me happy; Show me mad<br>-Tell me a time you were frustrated<br>-Put arrow next to feeling when asked by teacher<br>-What makes you feel happy                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11A<br>12B<br>15<br>18  | -Seeing feelings through our eyes; Excited/Happy thoughts<br>-Proud<br>-Hurt feelings<br>-Giving compliments   | -Tell me a time you were happy or excited<br>-Tell me a time you were proud<br>-Name a time our feelings were hurt<br>-Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11B<br>12C              | -Seeing feelings through our eyes; Sad/Safe or Cared for<br>-Keep trying   | Tell me a time you were sad or safe<br>Informal interview/observation  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Guidance (GUID); Patented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 4 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives   | Assessments                                   | Infusions/<br>Provisions  |
|--------------------------|-------------------|-----------------------|---|---|
| 1C                       | 19-20             | Problem solving steps | Be able to name steps to problem solve        | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 23                | Apologies             | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1: Understand civic practices and government systems.**

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions   |
|--------------------------|-------------------|--|-------------------------------------|--|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - School Year 2006-2007

**Instructor:** First Grade

**Standard 1: Understand civic practices and government systems.**  
**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks: Unit 7: School Year 2006-2007

**Instructor:** First Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives   | Assessments                                 | Infusions/<br>Provisions  |
|--------------------------|-------------------|---|---|---|
| 1C                       | 54<br>60-61       | How to introduce yourself<br>Learning to say "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 55-56<br>62-63    | Asking questions and asking to share<br>Review and ending the year        | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 58                | Saying "Thank You"  | Same as above                               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 59<br>64          | Listening<br>GRADUATION   | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** Fall 2007-2008

**Instructor:** First Grade

**Standard 1: Understand Civic Practice and Government Systems.**

**Benchmarks:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text                                       | Critical Objectives   | Assessments           | Infusions/<br>Provisions  |
|--------------------------|---|---|-----------------------|---|
| 1C                       | Unit 1<br>Wally and Dina teach about school rules.      | Dina reunion and classroom rules<br>Solution review   | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 2<br>Dina teaches about doing your best at school. | Concentrating skills  | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 7<br>Molly explains how to talk with friends.      | -Recognizes and accepts individual differences<br>-Introducing oneself and asking questions<br>-Asking permission to borrow property<br>-Telling an idea and making suggestions<br>-Listening<br>-Learning to say NO to wrong doing<br>-Stopping bullying | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** Winter 2007-2008

**Instructor:** First Grade

**Standard 1: Understand Civic Practice and Government Systems.**

**Benchmarks:**

C: Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text   | Critical Objectives  | Assessments           | Infusions/<br>Provisions  |
|--------------------------|---|--|-----------------------|---|
| 1C                       | Unit 3<br>Wally teaches about understanding and detecting feelings. | -Review and hurt feelings<br>-Feeling special<br>-Changing feelings<br>-Feeling good about oneself<br>-Controlling anger                             | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 4<br>Wally teaches how to problem solve.                       | -Talking about problems<br>-Problem solving steps 1,2, and 3<br>-Solution generating and detective club<br>-Consequences<br>-Detective mystery plays | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 5<br>Tiny Turtle teaches anger management                      | Coping with teasing and being left out   | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** Spring 2007-2008

**Instructor:** First Grade

**Standard 1: Understand Civic Practice and Government Systems.**

**Benchmarks:**

C: Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text                               | Critical Objectives   | Assessments           | Infusions/<br>Provisions   |
|--------------------------|---|---|-----------------------|--|
| 1C                       | Unit 5<br>Tiny Turtle teaches anger management. | Handling another person's anger<br>Solution review  | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | Unit 6<br>Molly teaches how to be friendly.     | -Helping friends, parents, and teachers<br>-Positive play skills<br>-Sharing and group entry skills<br>-Teamwork at school<br>-Teamwork at home | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | Wally, Molly, and Dina Review                   | Reviewing and ending the year<br>Graduation   | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# Second Grade

## **Social Studies**

### **Second Grade Standards and Benchmarks/Assessments**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

- A. Understand the need for rules and explore that each of us has rights and responsibilities

**Assessment:** Name a law or rule that you think is important and tell why you think it is important

- B. Recognize the symbols of our country.

**Assessment:** Match drawing of symbols with the name.

- C. Understand how to resolve a conflict.

**Assessment:** Written/Verbal explanation of how the student responds to another child's feelings.

#### **Standard 2: Using Geographic Information of Understand People and Places**

##### **Benchmark:**

- A. Explore the use of geographic tools.

**Assessment:** Label continents and directions (N, S, E, W) on a blank world map.

#### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

##### **Benchmarks:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future.

**Assessment:** Written story of historical events and/or person.

- B. Explore customs related to cultures.

**Assessment:** Make a poster showing people celebrating a holiday. Tell why the holiday is celebrated.

#### **Standard 4: Understand Resources, Limitations, and Choices**

##### **Benchmark:**

- A. Explore how people produce and consume goods or services.

**Assessment:** Written paragraph summarizing how products get to the market, or finished graphic organizer found on page 193 in teacher's guide.

## Social Studies Benchmarks Checklist for Second Grade

Student Name \_\_\_\_\_

Quarter 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

### Standards/ Benchmarks

### Critical Objective

### Date of Skill

|    |   |       |
|----|---|-------|
| 1A | Name a law or rule and tell why you think it is important   | _____ |
| 1B | Matched national symbols with their name.   | _____ |
| 1C | Able to draw or explain response to another's feelings  | _____ |
| 2A | Label continents and directions (N, S, E, W) on a blank world map.  | _____ |
| 3A | Written story about a historical person or event.   | _____ |
| 3B | Completed poster of people celebrating a holiday. Tell why the holiday is celebrated  | _____ |
| 4A | Written paragraph summarizing how a product gets to market or completed graphic organizer found on page 193 in teacher's guide. | _____ |

**Course Outline**  
**Second Grade Social Studies**  
**Houghton Mifflin – Neighborhoods**

- 1. Ways of Living ( Unit 3 in text)**
  - A. Families from Many Places.
  - B. Sharing Cultures
  - C. America's Symbols
  - D. We Celebrate Holidays
  
- 2. People At Work (Unit 4 in text)**
  - A. Needs, Wants, Choices
  - B. Work
  - C. Goods and Services
  - D. People Save Money
  - E. From Field to Market
  
- 3. America's Past ( Unit 5 in text)**
  - A. American Indians
  - B. Explorers Travel the World
  - C. Jamestown and Plymouth
  - D. A New Country
  - E. Past Heroes
  - F. Communities Change
  - G. Communication Changes
  
- 4. America's Government (Unit 6 in text)**
  - A. Government and People
  - B. Citizen's Make a Difference
  - C. Laws
  - D. Leaders
  - E. National Government
  - F. Our Nation and Our World
  
- 5. Map Skills**
  - A. Review Map and Globe Skills
  - B. Use a Grid
  - C. Parts of a Globe
  - D. Use Intermediate Directions
  
- 6. Character Education**
  - A. Dina School
  - B. Quest

**Subject Area:** Social Studies – Ways of Living - Unit 3

**Length of Unit:** 2 Weeks

**Instructor:** Second Grade

**Standards 1: Understands Civic Practices and Government Systems**

**Benchmarks:**

B. Recognizes the symbols of our country

**Standards 3: Understands the Past, Present, and Future of Various Cultures**

**Benchmarks:**

B. Explores Customs related to cultures.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                                     | <b>Critical Objectives</b>  | <b>Assessments</b>                                       | <b>Infusions/<br/>Provisions</b>             |
|----------------------------------|--|---|--|--|
| 3B                               | Families from Many Places.<br>Core Lesson 1.<br>p. 116 - 121 | Explain that Americans or their ancestors come from all over the world. | Teacher observation or assigned work.                    | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3B                               | Sharing Cultures<br>Core Lesson 2<br>p. 126-131              | Describe contributions of various cultures to American life.            | Teacher observation or assigned work.                    | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 1B                               | America's Symbols<br>Core Lesson 3<br>p. 136 - 141           | Explain the meaning of America's symbols .                              | Checklist – Match our nation's symbols with their names. | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3B                               | We Celebrate Holidays<br>Core Lesson 4<br>p. 144-147         | Explain the difference s among national, state, and religious holidays. | Teacher observation or assigned work.                    | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies – People at Work - Unit 4

**Length of Unit:** 2 Weeks

**Instructor:** Second Grade

**Standard 4: Understands Resources, Limitations, and Choices**

**Benchmark:**

A. Explore how people produce and consume goods or services.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                                | <b>Critical Objectives</b>                                    | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                   |
|----------------------------------|---|---|--|--|
| 4A                               | Needs, Wants, Choices<br>Core Lesson 1<br>p. 106-161    | Distinguish between needs and wants.                          | Teacher observations or assigned work  | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 4A                               | Work<br>Core Lesson 2<br>p. 166-169                     | Explain what producers and consumers do.                      | Teacher observations or assigned work  | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 4A                               | Goods and Services<br>Core Lesson 3<br>p. 172-173       | Explain the difference between goods and services.            | Teacher observations or assigned work  | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 4A                               | People Save Money<br>Core Lesson 4<br>p. 180-183        | Describe how people make choices about spending and saving    | Teacher observations or assigned work  | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 4A                               | From Field to Market<br>Core Lesson 5<br>p. 188-193     | Describe how a good is made and then transported to market.   | Checklist – Written paragraph summarizing how a product gets to the market/ or finished graphic organizer found in teacher’s guide on page 193 | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 4A                               | People and Nations Trade<br>Core Lesson 6<br>p. 196-199 | Explain how people, businesses and countries trade for goods. | Teacher observations or assigned work  | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area: Social Studies— America’s Past - Unit 5**

**Length of Unit: 2 Weeks**

**Instructor: Second Grade**

**Standard 3: Understands the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Explore history as a study of past events, people, places, and their relationship to present and future
- B. Explore customs related to cultures.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                                   | <b>Critical Objectives</b>  | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>             |
|----------------------------------|--|---|--|--|
| 3A                               | American Indians<br>Core lesson 1<br>p. 212-217            | Explain that history is the story of the past and of the people who came before us.                           | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A                               | Explorers Travel the World<br>Core lesson 2<br>p. 222- 225 | Explain the importance of Columbus’s journey and Marco Polo’s journey.  | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A<br>3B                         | Jamestown and Plymouth<br>Core lesson 3<br>p. 228-233      | Describe the customs and work of the settlers in Jamestown and Plymouth.                                      | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A                               | A New Country<br>Core lesson 4<br>p. 240 -245              | Explain why the colonies wanted independence from Great Britain.  | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A                               | Past Heroes<br>Core lesson 5<br>p. 252- 257                | Describe the achievements of famous people in history. Examples; Sitting Bull, Thomas Edison., US presidents. | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A                               | Communities Change<br>Core lesson 6<br>p. 260- 263         | Explain how changes in transportation affected communities.   | Checklist – Written story about a historical event and /or person. | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 3A                               | Communication Changes<br>Core lesson 7<br>P, 268- 271      | Trace changes in the way we communicate.  | Teacher observation or assigned work                               | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies – America’s Government – Unit 6

**Length of Unit - 2 Weeks**

**Instructor:** Second Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

A. Understands the need for rules and laws and explores that each of us has rights and responsibilities.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                                     | <b>Critical Objectives</b>  | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                   |
|----------------------------------|--|---|--|--|
| 1A                               | Government and People<br>Core lesson 1<br>p. 282-287         | Describe how people depend on the government.   | Teacher observation or assigned work   | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 1A.                              | Citizens Make a<br>Difference<br>Core lesson 2<br>p. 292-295 | Give examples of citizen’s rights and identify attributes of good citizenship.<br>Explain why citizens should carry out their responsibilities. | Teacher observation or assigned work   | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 1A                               | Laws<br>Core lesson 3<br>p. 300-303                          | Explain why government leaders make laws.   | Checklist- Name a law or rule you think is important and tell why you think it is important. | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 1A                               | Leaders<br>Core lesson 4<br>p.308-311                        | Explain why voting is important   | Teacher observation or assigned work   | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 1A                               | National Government<br>Core lesson 5<br>p. 316-319           | Explain the origins and purposes of the constitution.   | Teacher observation or assigned work   | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |
| 1A                               | Our Nation and our<br>World                                  | Describe ways our leaders interact with other world leaders.  | Teacher observation or assigned work   | HOTS. SPEC, MCGF,<br>GUID, TAG, LS, CS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies – Map Skills

**Length of Unit:** 2 Weeks

**Instructor:** Second Grade

**Standard 2:** Using geographic information to understand people and places.

**Benchmark:**

- A. Explore the use geographic tools.

| Standards/<br>Benchmarks | Section from Text  | Critical Objectives  | Assessments  | Infusions/<br>Provisions                     |
|--------------------------|--|--|--|--|
| 2A                       | Skillbuilder<br>Review map and globe skills<br>Page 32-35  | Compare maps and globes, use symbols, and use a compass rose to identify directions. | Teacher observation or assigned work                                       | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 2A                       | Skillbuilder<br>Use a grid<br>Page 42-43                   | Find places on a map using a simple number letter grid.                              | Teacher observation or assigned work                                       | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 2A                       | Skillbuilder<br>Parts of a globe<br>Page. 72-73            | Locate poles, hemispheres, and equator.  | Teacher observation or assigned work                                       | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |
| 2A                       | Skillbuilder<br>Use intermediate directions<br>Page. 82-83 | Identify intermediate directions.  | Checklist – label continents and directions (N,S,E,W) on a blank world map | HOTS. SPEC, MCGF, GUID, TAG, LS, CS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 Weeks - Unit 1 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                                  | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| 1C                       | 1                 | Introduction to Dinosaur School                      |   | HOTS, SPECIAL,<br>MCGF, GUID, TAG,<br>LS, CS, HGD                         |
| 1C                       | 2A                | Rules of the Classroom (inside voice, hands to self) | Show teacher what inside voices looks/sounds like and be able to show teacher "hands to self" | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 2B                | Rules of the Classroom (eyes on teacher, listening)  | Show teacher what each rule looks like  | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |
| 1C                       | 3                 | Consequences of breaking the Rules                   | Student will be able to explain the timeout procedure   | HOTS, SPECIAL,<br>MEDIA, TECH,<br>MCGF, GUID, TAG,<br>LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 2 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives          | Assessments   | Infusions/<br>Provisions  |
|--------------------------|-------------------|------------------------------|---|---|
| IC                       | 4                 | Listening Skills             | Show what it looks and sounds like to be listening at school    | HOTS/SPECIAL/MCGF/<br>GUID/TAG/LS/CS/HGD                                  |
| IC                       | 5                 | Listening and Waiting Skills | Show/tell teacher how to wait for something/someone             | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 6                 | Show Me Five                 | Tell teacher the five parts of "Show Me Five"                   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 9                 | Following Directions         | Be able to follow one and two step directions in daily routines | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 3 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text       | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|-------------------------|--|--|---|
| 1C                       | 10A,<br>11C<br>13<br>16 | -Relaxation Secrets (Tense/Relax)<br>-Seeing Feelings through our eyes; Lonely<br>-Hearing feelings through words; Afraid<br>-Feeling lonely and special | -Show me tense, Show me relaxed<br>-Tell me a time you were lonely<br>-Tell me a time you were afraid<br>-Name a time you were lonely or special                             | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD, MEDIA,<br>TECH, GS, CE |
| 1C                       | 10B<br>12A<br>14<br>17  | -Relaxation Secrets (Happy/Mad)<br>-Frustrated<br>-Relaxation Thermometer, Angry/Sad/Calm<br>-Feeling happy  | -Show me happy; Show me mad<br>-Tell me a time you were frustrated<br>-Put arrow next to feeling when asked by teacher<br>-What makes you feel happy                         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11A<br>12B<br>15<br>18  | -Seeing feelings through our eyes; Excited/Happy thoughts<br>-Proud<br>-Hurt feelings<br>-Giving compliments   | -Tell me a time you were happy or excited<br>-Tell me a time you were proud<br>-Name a time our feelings were hurt<br>-Be able to give a compliment to a friend or a teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 11B<br>12C              | -Seeing feelings through our eyes; Sad/Safe or Cared for<br>-Keep trying   | Tell me a time you were sad or safe<br>Informal interview/observation  | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 4 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives   | Assessments                                   | Infusions/<br>Provisions  |
|--------------------------|-------------------|-----------------------|---|---|
| 1C                       | 19-20             | Problem solving steps | Be able to name steps to problem solve        | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 23                | Apologies             | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**  
C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|-------------------------------------|---|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1C                               | 41, 42, 43               | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 44 a & b, 45, 46         | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 47-49                    | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                               | 53                       | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks: Unit 7: School Year 2006-2007

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

- C. Understand how to resolve a conflict.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                          | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---|---|---|
| 1C                               | 54<br>60-61              | How to introduce yourself<br>Learning to say "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| 1C                               | 55-56<br>62-63           | Asking questions and asking to share<br>Review and ending the year        | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 58                       | Saying "Thank You"  | Same as above                               | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                               | 59<br>64                 | Listening<br>GRADUATION   | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** 4 weeks – Unit 1 – Year 2

**Instructor:** Second Grade

**Standard 1: Understand Civic Practice and Government Systems.**

**Benchmarks:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text                                       | Critical Objectives   | Assessments           | Infusions/<br>Provisions  |
|--------------------------|---|---|-----------------------|---|
| 1C                       | Unit 1<br>Wally and Dina teach about school rules.      | Dina reunion and classroom rules<br>Solution review   | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 2<br>Dina teaches about doing your best at school. | Concentrating skills  | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 7<br>Molly explains how to talk with friends.      | -Recognizes and accepts individual differences<br>-Introducing oneself and asking questions<br>-Asking permission to borrow property<br>-Telling an idea and making suggestions<br>-Listening<br>-Learning to say NO to wrong doing<br>-Stopping bullying | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** 4 weeks – Unit 2 – Year 2

**Instructor:** Second Grade

**Standard 1: Understand Civic Practice and Government Systems.**

**Benchmarks:**

C: Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text   | Critical Objectives  | Assessments           | Infusions/<br>Provisions  |
|--------------------------|---|--|-----------------------|---|
| 1C                       | Unit 3<br>Wally teaches about understanding and detecting feelings. | -Review and hurt feelings<br>-Feeling special<br>-Changing feelings<br>-Feeling good about oneself<br>-Controlling anger                             | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 4<br>Wally teaches how to problem solve.                       | -Talking about problems<br>-Problem solving steps 1,2, and 3<br>-Solution generating and detective club<br>-Consequences<br>-Detective mystery plays | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| 1C                       | Unit 5<br>Tiny Turtle teaches anger management                      | Coping with teasing and being left out   | Checklist/observation | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dinosaur School

**Length of Unit:** 4 weeks – Unit 3 – Year 2

**Instructor:** Second Grade

**Standard 1: Understand Civic Practice and Government Systems.**  
**Benchmarks:**

C: Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text                               | Critical Objectives   | Assessments           | Infusions/<br>Provisions   |
|--------------------------|---|---|-----------------------|--|
| 1C                       | Unit 5<br>Tiny Turtle teaches anger management. | Handling another person's anger<br>Solution review  | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | Unit 6<br>Molly teaches how to be friendly.     | -Helping friends, parents, and teachers<br>-Positive play skills<br>-Sharing and group entry skills<br>-Teamwork at school<br>-Teamwork at home | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | Wally, Molly, and Dina Review                   | Reviewing and ending the year<br>Graduation   | Checklist/observation | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 4 - Year 2

**Instructor:** Second Grade

**Standard 1: Understand civic practices and government systems.**

**Benchmark:**

- C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives   | Assessments                                   | Infusions/<br>Provisions   |
|--------------------------|-------------------|-----------------------|---|--|
| 1C                       | 19-20             | Problem solving steps | Be able to name steps to problem solve        | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 23                | Apologies             | Be able to say "sorry" to a friend or teacher | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 14 weeks - Unit 5 - Year 2

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives                    | Assessments                         | Infusions/<br>Provisions   |
|--------------------------|-------------------|--|-------------------------------------|--|
| 1C                       | 30                | Anger                                  | How do you feel when you are angry  | HOTS, SPECIAL, MCGF, GUID, TAG, LS, CS, HGD                      |
| 1C                       | 31                | Controlling anger                      | What are the steps to control anger | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 32                | Coping with teasing and being left out | What do you do if you are teased?   | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |
| 1C                       | 33                | Review                                 |                                     | HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 6 - Year 2

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|--|---|
| IC                       | 41, 42, 43        | Helping at school, home  | How do you help at school and at home? (teacher interview) | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 44 a & b, 45, 46  | Positive play skills, sharing and taking turns, sharing and asking to play | Informal observation                                       | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 47-49             | Teamwork, teamwork at school   | Explain how teamwork works (teacher interview)             | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 53                | Recognizing individual differences   | Circle time discussion                                     | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Social Studies - Dino School

**Length of Unit:** 4 weeks - Unit 7 - Year 2

**Instructor:** Second Grade

**Standard 1:** Understand civic practices and government systems.

**Benchmark:**

C. Understand how to resolve a conflict.

| Standards/<br>Benchmarks | Section from Text | Critical Objectives  | Assessments                                 | Infusions/<br>Provisions  |
|--------------------------|-------------------|--|---|---|
| IC                       | 54<br>60-61       | How to introduce yourself<br>Learning to accept "No"; Talking about problems | Circle time / discussion<br>Discuss/observe | HOTS, SPECIAL,<br>MCGF, GUID, TAG, LS,<br>CS, HGD                         |
| IC                       | 55-56<br>62-63    | Asking questions and asking to share<br>Review and ending the year           | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 58                | Saying "Thank You"   | Informal observation/choice<br>time         | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |
| IC                       | 59<br>64          | Listening<br>GRADUATION  | Discussion / circle time                    | HOTS, SPECIAL,<br>MEDIA, TECH, MCGF,<br>GUID, TAG, LS, CS, GS,<br>HGD, CE |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# Third Grade

## **Social Studies**

### **Third Grade Standards and Benchmarks**

#### **Standard 1: Understand Civic Practices and Government Systems**

##### **Benchmarks:**

- A. Recognize political structure of national, state, and local government.
- B. Recognizes basic government symbols.

#### **Standard 2: Using Geographic Information to Understand People and Places**

##### **Benchmarks:**

- A. Explores and uses geographic tools.

#### **Standard 3: Understand the Past, Present, and Future of Various Cultures**

##### **Benchmarks:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present.
- B. Compare how people and cultures are interdependent in communities and regions.

#### **Standard 4: Understands Resources, Choices, and Limitations**

##### **Benchmarks:**

- A. Recognizes the economic role as producers and consumers of goods and services
- B. Recognize locations of major natural resources and the implications for life choices.

## **Social Studies Course Outline – Grade 3**

Unit 1: What is a Community?

Unit 2: Where People Start Communities

Unit 3: Communities Grow and Change

Unit 4: People Working Together

Unit 5: Living Together in a Community, State, and Nation

### **Materials**

Textbook: Harcourt Brace, 2000: Communities

Harcourt Brace Activity Book, transparencies, maps, globes, graphic organizers

**Subject Area:** 3<sup>rd</sup> Grade Social Studies Unit 1: What is a Community?

**Length of Unit:** 36 Days

**Instructor:** Third Grade

**Standard 2: Using geographic information to understand people and places**

**Benchmark:**

A. Explores and uses geographic tools

**Standard 3: Understand the past, present, and future of various cultures**

**Benchmark:**

B. Compare how people and cultures are interdependent in communities and regions

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                                | <b>Critical Objectives</b>  | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|---|---|--|--|
| 2A                               | Text pp. 46-47  | Students will identify the cardinal directions on a compass rose  | Assessment pp. 16-19   | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |
| 3B                               | Text pp. 22A-37<br>Text pp. 48-60<br><br>Text pp. 62-69 | Students will use a graphic organizer to describe the make-believe community of Roxaboken and the real community of Yuma, AZ function as a community in the following areas: location, working together, needing resources, changing over time, and different groups living and working together<br><br>Students will understand the culture of people including customs, beliefs, and language | Completed graphic organizer<br>Activity Book pg. 6<br><br>Assessment pp. 15-19 | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 3<sup>rd</sup> Grade Social Studies, Unit 2: Where People Start Communities

**Length of Unit:** 36 Days

**Instructor:** Third Grade

**Standard 2: Using geographic information to understand people and places**

**Benchmark:**

A. Explores and uses geographic tools

**Standard 4: Understand resources, limitations, choices**

**Benchmark:**

B. Recognize locations of major natural resources and the implications of life choices

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>     | <b>Critical Objectives</b>  | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|------------------------------|---|---|---|
| 2A                               | Text pg. 115<br>Text pg. 120 | Students will identify the intermediate directions on a compass rose<br>Students will use a landform map to locate specific areas on a map                          | Students will draw and label a compass rose with intermediate directions labeled<br>Assessment pg. 27 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 4B                               | Text pp. 78A-131             | Students will use a graphic organizer to describe the following: communities are in different places, near water, where people meet, near other resources, and move | Activity Book pg. 27<br>Assessment pp. 23-28  | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 3<sup>rd</sup> Grade Social Studies Unit 3: Communities Grow and Change

**Length of Unit:** 36 Days

**Instructor:** Third Grade

**Standard 2: Using graphic information to understand people and places**

**Benchmark:**

- A. Explores and uses graphic tools

**Standard 3: Understand the past, present, and future of various cultures**

**Benchmark:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>  | <b>Critical Objectives</b>   | <b>Assessments</b>                           | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|---------------------------|--|--|---|
| 2A                               | Text pp. 162-163          | Students will identify changes that occur in a community by comparing maps of different times  | Activity Book pg. 29                         | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 3A                               | Text pg. 140-161, 164-201 | Students will use a graphic organizer to describe specific events that have caused change in the following areas:<br>capitals of countries change, people move and form new countries, pollution, inventions | Activity Book pg. 40<br>Assessment pp. 31-33 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 3<sup>rd</sup> Grade Social Studies Unit 4: People Working Together

**Length of Unit:** 36 Days

**Instructor:** Third Grade

**Standard 2: Using graphic information to understand people and places**

**Benchmark:**

- A. Explores and uses geographic tools

**Standard 4: Understand resources, limitations, choices**

**Benchmark:**

- A. Recognize the economic role as producers and consumers of goods and services

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>               | <b>Critical Objectives</b>   | <b>Assessments</b>                           | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|--|--|---|
| 2A                               | Text pp. 250-251                       | Students will use a map grid to locate places  | Activity Book pg. 49                         | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 4A                               | Text pp. 208A-225,<br>227-249, 252-257 | Students will use a graphic organizer to describe one or two details for each; how people in a community work together, make products, provide services, choose products and services, trade or barter, and get products to the market place | Activity Book pg. 53<br>Assessment pp. 39-43 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area: 3<sup>rd</sup> Grade Social Studies Unit 5: Living Together in a Community, State, and Nation**

**Length of Unit: 36 Days**

**Instructor: Third Grade**

**Standard 1: Understand civic practices and government systems**

**Benchmark:**

- A. Recognize political structure of national, state, and local government

**Standard 2: Using geographic information to understand people and places**

**Benchmark:**

- A. Explores and uses geographic tools

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>  | <b>Critical Objectives</b>  | <b>Assessments</b>   | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|---------------------------|---|--|--|
| 1A                               | Text pp. 268-309, 320-325 | Students will be able to name three levels of government and the leader at each level; local, state, national<br>Students will be able to describe one responsibility of each level of government                                     | Students will complete a chart naming each level of government, the leader of each level, and one responsibility of each level | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |
| 1B                               | Text pp. 310-319          | Students will identify who wrote the Star Spangled Banner, students will identify the meaning of "allegiance" as it relates to "The Pledge", students will demonstrate understanding of the meaning of the stars on the national flag | Assessment pg. 47  | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |
| 2A                               | Text pg. 302              | Students will learn how to use a distance scale to measure distances on a map and measure the distances between several cities  | Activity Book pg. 59   |  |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# Fourth Grade

**Social Studies**  
**Fourth Grade Standards and Benchmarks**

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Recognizes political structure of the United States government.
- B. Recognizes the rights and responsibilities of being a good citizen.

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- A. Explore the location of important geographical places and events in the United States.
- B. Explores and uses geographical tools using a road map and understanding basic symbols used on a map.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present.

**Standard 4: Understands Resources, Choices, and Limitations**

**Benchmarks:**

- A. Recognizes renewable and non-renewable resources used from the past, in the present, and how they might be used in the future.
- B. Recognize locations of major natural resources and the implications for life choices.

# **Social Studies**

## **Course Outline – Grade 4**

**Length of class: One Year**

### **Unit 1: Land, People, and Regions**

Chapter 1: The American Landscape

Chapter 2: We, the Many People

Chapter 3: Looking at Regions

### **Unit 2: The Northeast**

Chapter 4: Along the Northeast Coast

Chapter 5: Using Land and Water

### **Unit 3: The Southeast**

Chapter 6: Coastal Plains and Island

Chapter 7: Highlands and Mountains

### **Unit 4: The Middle West**

Chapter 8: The Interior Plains

Chapter 9: Great Waterways Shape Nations

### **Unit 5: The Southwest**

Chapter 10: A Changing Landscape

Chapter 11: A Land of Deserts

### **Unit 6: The West**

Chapter 12: The Western Mountains

Chapter 13: The Pacific Coast and Islands

### **Materials**

Textbook: Harcourt Brace, 2000: States and Regions

Harcourt Brace Activity Book, transparencies, maps, globes, graphic organizers, Hello USA series, I Know America series, How Government Works series, On My Own History series, On My Own History Set 2 Series, and various videos

**Subject Area:** 4<sup>th</sup> Grade Social Studies, Unit 1, Land, People and Regions

**Length of Unit:** 38 Days

**Instructor:** Fourth Grade

**Standard 1: Understand civic practices and government systems**

**Benchmarks:**

- A. Recognizes political structure of the United States government
- B. Recognizes basic government symbols

**Standard 2: Using geographic information to understand people and places**

**Benchmarks:**

- A. Explore the location of geographical places and events in the United States
- B. Explores and uses geographical tools using a road map, understanding basic symbols used on a map.

**Standard 4: Understand resources, limitations, choices**

**Benchmark:**

- A. Recognizes renewable, and non-renewable resources used from the past, in the present, and how they might be used in the future

| Standards/<br>Benchmarks | Section from Text                                   | Critical Objectives  | Assessments  | Infusions/<br>Provisions  |
|--------------------------|---|--|--|---|
| 1A                       | Text pages 96-102                                   | To be able to name the 3 branches of government and list one function of that branch of government | Assessment program p. 22, Question #20, #6, #7, and #8-14  | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF. |
| 1B                       | Text pp. 32-33<br>Text pp. 79-89<br>Text pp 90-95   | To be able to demonstrate and understanding of how sharing responsibilities helps unite Americans  | Group Work – Teacher Observation of students sharing ideas and materials in group                                      | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF. |
| 2A                       | Text pp. A10-11<br>Text pp. 109<br>Text pp. 113-142 | To be able to locate various regions, states, and capitals within a region                         | Assessment Book, pg. 42<br>Textbook page 122 as a written assignment. Draw a map and list the resources in the region. | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF. |
| 4A                       | Text pp. 41-77                                      | Explain how people use the different resources found in the United States                          | Activity Book pg. 6-7, 12  | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF. |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 4<sup>th</sup> Grade Social Studies - Unit 2 - The Northeast

**Length of Unit:** 20 Days

**Instructor:** Fourth Grade

**Standard 2: Using geographic information to understand people and places**  
**Benchmark:**

- A. Explore the location of geographical places and events in the United States

**Standard 3: Understand the past, present, and future of various cultures**  
**Benchmark:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the future

**Standard 4: Understand resources, limitations, choices**  
**Benchmark:**

- B. Recognizes the economic role as producers and consumers of goods and services

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>             | <b>Critical Objectives</b>  | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------------------|---|---|--|
| 2A                               | Text pp. 132-33                      | To be able to locate the various regions, states, and capitals, within a region     | Activity Book pg. 25  | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |
| 3A                               | Text pp. 146-160<br>Text pp. 175-187 | To understand how land, resources, and climate effects people and their communities | Assessment Book pg. 39-42                                     | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |
| 4B                               | Text pp. 142-143, 166-167            | Explain how people use the different resources found in the United States           | Lesson Review Questions page 143<br>Assessment Book pg. 39-42 | HOTS, SPECIAL, MEDIA, TECH, GUID, TAG, CS, GS, HGD, CE, LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 4<sup>th</sup> Grade Social Studies - Unit 3 - The Southeast

**Length of Unit:** 20 Days

**Instructor:** Fourth Grade

**Standard 2:** Using geographic information to understand people and places

**Benchmark:**

- A. Explore the location of geographical places and events in the United States

**Standard 3:** Understand the past, present, and future of various cultures

**Benchmark:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the future

**Standard 4:** Understand resources, limitations, choices

**Benchmark:**

- B. Recognizes the economic role as producers and consumers of goods and services

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>             | <b>Critical Objectives</b>  | <b>Assessments</b>                                     | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------------------|---|--|---|
| 2A                               | Text pp. 198-199                     | To be able to locate the various regions, states, and capitals, within a region     | Teacher made assessment                                | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 3A                               | Text pp. 204-212<br>Text pp. 231-255 | To understand how land, resources, and climate effects people and their communities | Assessment Book pg. 51-54<br>Assessment Book pg. 55-58 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 4B                               | Text pp. 208-217<br>Text pp. 232-235 | Explain how people use the different resources found in the United States           | Assessment Book pg. 51-54<br>Assessment Book pg. 55-58 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 4<sup>th</sup> Grade Social Studies - Unit 4 - The Middle West

**Length of Unit:** 20 Days

**Instructor:** Fourth Grade

**Standard 2: Using geographic information to understand people and places**

**Benchmark:**

- A. Explore the location of geographical places and events in the United States
- B. Explores and uses geographical tools using a road map, understanding basic symbols used on a map

**Standard 3: Understand the past, present, and future of various cultures**

**Benchmark:**

- A. Recognizes the relationship between what communities and regions were like in the past and what they are like in the present

| Standards/<br>Benchmarks | Section from Text                    | Critical Objectives   | Assessments  | Infusions/<br>Provisions  |
|--------------------------|--------------------------------------|---|--|---|
| 2A                       | Text pp. 264-65                      | To be able to locate the various regions, states, and capitals, within a region         | Teacher made assessment                                | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 2B                       | Text pp. 288-289<br>Text pg. 324     | To read, recognize, use symbols, and find a location on a road map                      | Activity Book pg. 61<br>Text pg. 324                   | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 3A                       | Text pp. 277-287<br>Text pp. 297-306 | To understand how land, resources, and how climate effects people and their communities | Assessment Book pg. 67-70<br>Assessment Book pg. 71-74 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 4<sup>th</sup> Grade Social Studies - Unit 5 - The Southwest

**Length of Unit:** 20 Days

**Instructor:** Fourth Grade

**Standard 1: Understand civic practices and government system**

**Benchmark:**

- B Recognizes basic government symbols

**Standard 2: Using geographic information to understand people and places**

**Benchmark:**

- A Explore the location of important geographical places and events in the United States

**Standard 3: Understand the past, present, and future of various cultures**

**Benchmark:**

- A Recognizes the relationship between what communities and regions were like in the past and what they are like in the present

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>   | <b>Critical Objectives</b>   | <b>Assessments</b>  | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|--|---|---|
| 1B                               | Text pp. 357-  | To be able to demonstrate an understanding of how sharing responsibilities helps unite Americans | Activity Book pg. 78  | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 2A                               | Text pp. 328-329   | To be able to locate various regions, states, and capitals within a region                       | Teacher made assessment   | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 3A                               | Text pp. 336-341<br>Text pp. 342-346<br>Text pp. 350-351<br>Text pp. 361-365 | To understand how land, resources, and climate effects people and their communities              | Assessment Book pg. 83-86<br>Assessment Book pg. 83-86<br>Activity Book pg. 75<br>Assessment Book pg. 87-90 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** 4<sup>th</sup> Grade Social Studies - Unit 6 - The West

**Length of Unit:** 20 Days

**Instructor:** Fourth Grade

**Standard 1: Understand civic practices and government systems**

**Benchmark:**

- B. Recognizes basic government symbols

**Standard 2: Using geographic information to understand people and places**

**Benchmarks:**

- A Explore the location of important geographical places and events in the United States
- B Explores and uses geographical tools using a road map, understanding basic symbols used on a map

**Standard 3: Understand the past, present, and future of various cultures**

**Benchmark:**

- A. Recognizes the relationship between what communities and regions were like in the past, and what they are like in the present

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>                         | <b>Critical Objectives</b>   | <b>Assessments</b>                                   | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--|--|--|---|
| 1B                               | Text pp. 447-                                    | To be able to demonstrate an understanding of how sharing responsibilities helps unite Americans | Activity Book pg. 99                                 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 2A                               | Text pp. 394-395                                 | To be able to locate various regions, states, and capitals within a region                       | Teacher made assessment                              | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 2B                               | Text pp. 410-411<br>Text pp. 425<br>Text pp. 458 | To read, recognize, use symbols, and find a location on a road map                               | Activity Book pg. 90<br>Text pg. 425<br>Text pg. 458 | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |
| 3A                               | Text pg. 412-417                                 | To understand how land, resources, and climates effects people and their communities             | Assessment pg. 99-102                                | HOTS, SPECIAL,<br>MEDIA, TECH, GUID,<br>TAG, CS, GS, HGD, CE,<br>LS, MCGF |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# Fifth Grade

**Social Studies**  
**Fifth Grade Standards and Benchmarks**

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- A. Knows the structure of the United States government.
- B. Develop a respect for and an appreciation of individual rights and human dignities in a Democratic society

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- A. Knows basic map skills (scale, direction, symbols).
- B. Understands how U.S. geographic features affected human life.

**Standard 3: Understand the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Recognize the cause and effect of major historical events.
- B. Understand the cause and effect that human behavior of the past had on the future.

**Standard 4: Understands Resources, Choices, and Limitations**

**Benchmarks:**

- A. Understands the interdependency of states people's needs and wants/
- B. Understands the dependency of people and nations (trade routes).

**SOCIAL STUDIES**  
**Fifth Grade Course Outline**

**Unit 1: THE ANCIENT AMERICANS**

1. The First Americans
2. Indians of North America

**Unit 2: EXPLORATIONS AND ENCOUNTERS**

3. The Age of Exploration
4. Encounters in the Americas

**Unit 3: OUR COLONIAL HERITAGE**

5. European Settle Throughout North America
6. Life in the British Colonies

**Unit 4: THE AMERICAN REVOLUTION**

7. Differences Divide Britain and Its Colonies
8. The War of Independence

**Unit 5: THE NEW NATION**

9. The Constitution
10. A New Government Begins

**Unit 6: OUR NATION GROWS**

11. On the Move
12. The Way West

**Unit 7: WAR DIVIDES THE NATION**

13. Background to the Conflict
14. Civil War and Reconstruction

**Unit 8: INVENTION AND CHANGE**

15. Industry and Immigration
16. The Last Frontier

**Unit 9: IOWA HISTORY**

**Subject Area:** Unit I - The Ancient Americas

**Length of Unit:** 12 Days

**Instructor:** Fifth Grade

**Standard 2: Using Geographic Information to Understand People and Places.**

**Benchmark:**

B. Understands how U.S. geographic features affected human life.

**Standard 3: Understands the past, present, and future of various cultures.**

**Benchmark:**

B. Understands the cause and effect that human behavior of the past had on the future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|---|--|--|
| 2B                               | Pgs. 71-73               | Students will be able to identify connections between the names of the Indian cultures on the map and on places of today. | Chapter Test and/or Performance Assessment | HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD |
| 3B                               | Pgs. 46 - 97             | Students will be able to identify the ways in which the lives of the early peoples of the Americas developed?             | Chapter Test and/or Performance Assessment | HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD |
| 3B                               | Pgs. 70 - 97             | Students will be able to describe how peoples of the Americas lived and made use of their natural resources.              | Chapter Test and/or Performance Assessment | HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 2 - Exploration and Encounters

**Length of Unit:** 14 days

**Instructor:** Fifth Grade

**Standard 2:** Using Geographic Information to Understand People and Places

**Benchmarks:**

- A. Knows basic map skills (scale, direction, symbols).
- B. Understand how U.S. geographic features affected human life.

**Standard 3:** Understand the Past, Present, and Future of Various Cultures

**Benchmark:**

- B. Understands the cause and effect that human behavior of the past had on the future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---|--|---|
| 2A                               | Pgs. 124-125             | Students will practice using lines of latitude and longitude on a map.<br>Students will be able to describe some of the locations of Columbus's landing sites.  | Activity Book page 17                      | HOTS, LS, CS, CE,<br>GS, HGD, TAG,<br>MCGF, SPECIAL,<br>TECH, MEDIA, GUID |
| 2B                               | Pgs. 111 - 159           | Students will analyze how early explorers' trips revealed the true nature of the Earth's land and water forms.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE,<br>GS, HGD, TAG,<br>MCGF, SPECIAL,<br>TECH, MEDIA, GUID |
| 3B                               | Pgs. 111 - 159           | Students demonstrate through classroom discussion how leaders can influence people toward peace or toward war.<br>Students will use a graphic organizer to show how certain leaders influenced the course of history. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE,<br>GS, HGD, TAG,<br>MCGF, SPECIAL,<br>TECH, MEDIA, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 3 - Our Colonial Heritage

**Length of Unit:** 14 days

**Instructor:** Fifth Grade

**Standard 3: Understands the past, present, and future of various cultures.**  
**Benchmarks:**

A. Recognizes the cause and effect of major historical events.

**Standard 4: Understands resources, limitations, and choices.**  
**Benchmarks:**

B. Understands the dependency of people and nations (trade routes).

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         |  |
|----------------------------------|--------------------------|--|--|--|
| 3A                               | p. 173 - 211             | Explain why people of different nations moved to different areas of the U.S. and what they did to survive. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 4B                               | Pg. 194-216              | Explain how middle colonies, market towns, and coastal cities became interdependent on other countries.    | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 4 - The American Revolution

**Length of Unit:** 12 days

**Instructor:** Fifth Grade

**Standards 2: Using Geographic Information to Understand People and Places.**

**Benchmarks:**

B. Understands how U.S. geographic features affected human life.

**Standards 3: Understand the past, present, and future of various cultures.**

**Benchmarks:**

A. Recognizes the cause and effect of major historical events.

B. Understands the cause and effect that human behavior of the past has had on the future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|--------------------------|---|--|---|
| 2B                               | Pgs. 229                 | Students will use a historical map to analyze the extent and division of territory in America in 1793.            | Pg. 41 Activity Book                       | HOTS, LS, CS, CE, GS,<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |
| 3A                               | Pgs. 246 - 271           | Students will be able to identify the causes of the War for Independence from the point of view of the colonists. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS,<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |
| 3B                               | Pgs. 246 - 271           | Evaluate the impact the Declaration of Independence had as a turning point in American history.                   | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS,<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 5 - The New Nation

**Length of Unit:** 16 Days

**Instructor:** Fifth Grade

**Standard 1: Understands civic practices and government systems**

**Benchmarks:**

- A. Knows the structure of the U.S. government

**Standard 3: Understands the past, present and future of various cultures**

**Benchmarks:**

- B. Understands the cause and effect that human behavior of the past had on the future

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1A                               | Pgs. 285 - 313           | Students will be able to summarize the powers and duties of the three branches of government.                    | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 3B                               | Pgs. 314 - 338           | Students can identify the Constitutional Amendments that gave us the freedom of religion and basic human rights. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 6 - Our Nation Grows

**Length of Unit:** 10 Days

**Instructor:** Fifth Grade

**Standard 2: Understands how U.S. geographic features affected human life.**

**Benchmarks:**

B. Understands how U.S. geographic features affected human life.

**Standards 4: Understands Resources, Choices, and Limitations.**

**Benchmarks:**

A. Understands the interdependency of states to satisfy people's needs and wants.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 2B                               | Pgs. 348 - 352           | Students will explore the difficulties encountered by settlers of the west as they moved into areas not previously inhabited by European settlers. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 2B                               | Pgs. 390 - 391           | Students will be able to discern information found on relief and elevation maps.   | Activity Book p. 75                        | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 4A                               | Pgs. 373 - 397           | Students will be able to use a graphic organizer to explain the advantages brought about by technology, which enhanced mass production practices.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 4A                               | Pgs. 373 - 397           | Students will explain the importance of people working together to create a better American society during the 1800s.                              | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 7 - War Divides the Nation

**Length of Unit:** 16 days

**Instructor:** Fifth Grade

**Standards 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

B. Understands how U.S. geographic features affected human life.

**Standards 3: Understand the Past, Present and Future of Various Cultures**

**Benchmarks:**

A. Recognizes the cause and effect of major historical events.

B. Understands the cause and effect that human behavior of the past had on the future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>   |
|----------------------------------|--------------------------|---|--|--|
| 3A                               | Pgs. 410-439             | Analyze the resistance to slavery by enslaved and free people.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |
| 3B                               | Pgs. 441 - 469           | Knows the Constitutional Amendments that gave us the freedom of religion, basic human rights, and made slavery illegal. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |
| 2A                               | Pgs. 460 - 461           | Students will compare maps with different scales.   | Activity Page 90                           | HOTS, LS, CS, CE, GS<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 8 - Invention and Change

**Length of Unit:** 12 days

**Instructor:** Fifth Grade

**Standard 1:** Understands civic practices and government systems

**Benchmark:**

B. Develop a respect for and an appreciation of individual rights and human dignities in a Democratic society.

**Standard 2:** Using geographic information to understand people and places.

**Benchmark:**

A. Knows basic map skills (scale, direction, symbols)

**Standard 3:** Understand the past, present, and future of various cultures.

**Benchmarks:**

B. Understands the cause and effect that human behavior of the past had on the future.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         |   |
|----------------------------------|--------------------------|--|--|---|
| 1B                               | Pgs. 482 - 510           | Students will contrast workers' and owners' views about the government's role in business.                 | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, RISK, TECH, MEDIA SPECIAL, GUID |
| 2A                               | Pgs. 488 - 489           | Students will demonstrate an understanding of why time zones were implemented to support trade by rail.    | Activity page 94 - 95                      | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, RISK, TECH, MEDIA SPECIAL, GUID |
| 3B                               | Pgs. 512 - 533           | Explain why people of different nations moved to different areas of the U.S. and what they did to survive. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, RISK, TECH, MEDIA SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 9 - Iowa History

**Length of Unit:** 21 days

**Instructor:** Fifth Grade

**Standard 3: Understands the Past, Present, and Future of Various Cultures**

**Benchmarks:**

- A. Recognizes the cause and effect of major historical events
- B. Understand the cause and effect that human behavior of the past had on the future

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 3A                               | Supplemental materials   | Students will be able to identify certain historical events throughout a time period                 | Iowa packet/Research project               | HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD |
| 3B                               | Supplemental materials   | Students will demonstrate an understanding of the challenges of the settlements of the state of Iowa | Chapter Test and/or Performance Assessment | HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

# Sixth Grade

**Social Studies**  
**Sixth Grade Standards and Benchmarks**

**Standard 1: Understand Civic practices and Government Systems**

**Benchmarks:**

- A. Understands the diversity of ancient government systems.
- B. Understands and respects the role the citizens of ancient cultures.

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- A. Can interpret different types of maps (elevation, population, resource, climate).
- B. Identifies geographic locations and how it affects humans.

**Standard 3: Understand the Past, Present and Future of Various Cultures**

**Benchmarks:**

- A. Recognizes the cause and effect of major historical events.
- B. Recognizes the results of movement of people.

**Standard 4: Understands Resources, Choices and Limitations**

**Benchmarks:**

- A. Knows economic characteristics of various cultures.
- B. Understands past cultures' use of environment for survival.

## **Social Studies Sixth Grade Course Outline**

- Unit 1**      **Early People and Lifeways**  
Chapter 1: People of the Stone Age  
Chapter 2: Southwest Asia
- Unit 2**      **Cradles of Civilization**  
Chapter 1: African Civilizations of the Nile Valley  
Chapter 2: Early civilizations in Asia and the Americas
- Unit 3**      **Asia's Classical Age**  
Chapter 5: China  
Chapter 6: India and Persia
- Unit 4**      **The Mediterranean**  
Chapter 7: Ancient Greece  
Chapter 8: Ancient Rome

**Subject Area:** Unit 1 - Early People and Lifestyles

**Length of Unit:** 21 Days

**Instructor:** Sixth Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmark:**

- B. Understands and respects the role of the citizens of ancient cultures

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmark:**

- A. Can interpret different types of maps
- B. Identifies geographic locations and how it affects humans

**Standard 3: Understands the Past, Present, and Future of Various Cultures**

**Benchmark:**

- B. Understands the cause and effect that human behavior of the past had on the future

**Standard 4: Understands Resources, Choices, and Limitations**

**Benchmark:**

- B. Understands past cultures' use of environment for survival.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b>  | <b>Critical Objectives</b>   | <b>Assessments</b>                            | <b>Infusions/<br/>Provisions</b>  |
|----------------------------------|---|--|---|---|
| 1B                               | 106 - 155   | Students will synthesize information about life in ancient Egypt, especially the roles of individuals throughout the social structure. | Chapter Test and/or<br>Performance Assessment | HOTS, LS, CS, CE, GS,<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |
| 2A                               | Atlas pages at<br>beginning of book<br>("A" pages) and pgs.<br>1-21 | Demonstrate a basic understanding of maps and how people interact with their environment.  | Chapter Test and/or<br>Performance Assessment | HOTS, LS, CS, CE, GS,<br>HGD, TAG, MCGF,<br>TECH, MEDIA,<br>SPECIAL, GUID |

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 2B                               | 106 - 155                | Students will evaluate the impact of the Nile River on life in ancient Egypt.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 3B                               | p. 42-71                 | Understand the consequences of change due to movement for survival.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 4B                               | 106 - 155                | Students will identify various practices that made surviving and thriving in the Nile River valley possible for the ancient Egyptians. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 2 - Cradles of Civilization

Length of Unit: 21 Days

**Instructor:** Sixth Grade

**Standards 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

- B. Understands and respects the role of the citizens of ancient cultures

**Standards 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- A. Can interpret different types of maps
- B. Identifies geographic locations and how it affects humans

**Standards 3: Understands the Past, present, and Future of Various Cultures**

**Benchmarks:**

- B. Understands the cause and affect that human behavior of the past had on the future

**Standards 4: Understands Resources, Choices, and Limitations**

**Benchmarks:**

- B. Understands past cultures' use of environment for survival.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                 |
|----------------------------------|--------------------------|--|--|--|
| 1B                               | 106 - 155                | Students will synthesize information about life in ancient Egypt, especially the roles of individuals throughout the social structure. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 2B                               | 106 - 155                | Students will evaluate the impact of the Nile River on life in ancient Egypt.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |
| 4B                               | 106 - 155                | Students will identify various practices that made surviving and thriving in the Nile River valley possible for the ancient Egyptians. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA, SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 3 - Asia's Classical Age

**Length of Unit:** 14 Days

**Instructor:** Sixth Grade

**Standard 1: Understand Civic Practices and Government Systems**

**Benchmarks:**

B. Understands and respects the role of the citizens of ancient cultures

**Standard 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

B. Identifies geographic locations and how it affects humans

**Standard 3: Understand the past, present, and future of various cultures.**

**Benchmarks:**

A. Recognizes the cause and effect of major historical events.

**Standard 4: Understands Resources, Choices, and Limitations**

**Benchmarks:**

A. Knows economic characteristics of various cultures.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>  | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                |
|----------------------------------|--------------------------|---|--|---|
| 1B                               | p. 170 - 213             | Students will identify the divisions in the Zhou society and the roles that each division played in the success of the culture as a whole.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |
| 2B                               | p. 170-213               | Students will complete a graphic organizer to explain why the Aryans moved to India.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |
| 3A                               | p. 190 - 213             | 1. Describe the different methods used to form a united government (in India).<br>2. Describe the cause and effect of war (the Persian War).<br>3. Discuss how a social system is important to the development of a civilization (caste system in India). | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |
| 4A                               | p. 170 - 213             | Students will summarize the development of international trade during the Han dynasty.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

**Subject Area:** Unit 4 - The Mediterranean

**Length of Unit:** 15 Days

**Instructor:** Sixth Grade

**Standards 1: Understands Civic Practices and Government Systems**

**Benchmarks:**

- A. Understands the diversity of ancient government systems
- B. Understands and respects the roles of citizens of ancient cultures

**Standards 2: Using Geographic Information to Understand People and Places**

**Benchmarks:**

- B. Identifies geographic locations and how it effects humans.

| <b>Standards/<br/>Benchmarks</b> | <b>Section from Text</b> | <b>Critical Objectives</b>   | <b>Assessments</b>                         | <b>Infusions/<br/>Provisions</b>                                |
|----------------------------------|--------------------------|--|--|---|
| 1A                               | Pgs. 220 - 253           | Demonstrates ancient social structure in relationship to government.   | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |
| 1B                               | Pgs. 220 - 253           | 1. Students will complete a graphic organizer, which compares and contrasts the relationships the various roles of citizens in Athens and in Sparta.<br>2. Students will identify reasons that many peoples united under the Roman Empire. | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |
| 2A                               | Pg. 228 - 253            | Students will evaluate how geography affected the way people lived in ancient Greece.  | Chapter Test and/or Performance Assessment | HOTS, LS, CS, CE, GS, HGD, TAG, MCGF, TECH, MEDIA SPECIAL, GUID |

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